

KENTUCKY AUTISM TRAINING CENTER

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT • DEPARTMENT OF TEACHING AND LEARNING

UNIVERSITY OF LOUISVILLE

ANNUAL REPORT SERVICES AND ACTIVITIES 2005-2006

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.

Autism is a complex developmental disability that typically appears during the first three years of life it is the result of a neurological disorder that affects the functioning of the brain. Autism and its associated behaviors are estimated to occur in as many as 24,975 Kentuckians of which approximately 6,329 are children [National Institutes of Health (2004) & Centers for Disease Control and Prevention (2001)]. Autism is four times more prevalent in and knows no racial, ethnic, or social boundaries. Family income, lifestyle, and educational levels do not affect the chance of autism's occurrence.

Autism affects the normal development of the brain in the areas of social interaction and communication skills. Individuals with autism typically have difficulties in verbal and non-verbal communication, social interactions, and leisure or play activities. The disorder makes it hard for them to communicate with others and relate to the outside world. In some cases, aggressive and/or self-injurious behavior may be present. Persons with autism may exhibit repeated body movements (hand flapping, rocking), unusual responses to people or attachments to objects and resistance to changes in routines. Individuals may also experience sensitivities in any of the five senses of sight, hearing, touch, smell, and taste.



History of the Kentucky Autism Training Center

The Kentucky Autism Training Center (KATC) was created 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 then 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 board was appointed that included parents, professionals in the field of autism, and other citizens of the Commonwealth. The Child Evaluation Center within the Department of Pediatrics applied and was awarded the responsibilities of administering the autism center. In addition to the Child Evaluation Center, both the Bingham Child Guidance Center and the Department of Special Education within the College of Education and Human

Development were internal partners regarding the formation of the Kentucky Autism Training Center.

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 is 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.

For additional information regarding the legislative intent of the Kentucky Autism Training Center, please refer to Kentucky Administrative Regulations at www.lrc.state.ky.us/kar/013/002/080.htm.

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:

- **Approaching the Task in Phases.** In providing services on statewide basis, KATC has sought to build local capacity by establishing a multi-tiered training program to disseminate information and technical assistance training.
- **Keep Stakeholders Involved.** Stakeholders should have an active role in designing, implementing and evaluation of these efforts. KATC has an Advisory Board comprised of parents, professionals and lay-members that provided needed input, along with other agencies.
- **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.
- **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.

KATC Advisory Board

The KATC has an Advisory Board that advises staff in matters of policy, staffing, and operation. Board members are committed to the growth of the Kentucky Autism Training Center as it strives towards its mission to enhance supports for persons with autism by providing information, training and technical assistance to families and service providers across Kentucky. 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 autism spectrum disorders.

Professionals-Individuals with professional experience and knowledge in regards to autism spectrum disorders.

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

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

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

Jon McGee	Layperson	Fayette County
Thomas Pinkstaff	Layperson	Fayette County
Diana Cowne	Parent	Oldham County
Laurie Spezzano	Parent	Oldham County
Wendy Ann Everly	Parent	Muhlenberg County
Melanie Tyner-Wilson	Parent	Fayette County
Nat McKay	Parent	Oldham County
Cheryl Dunn	Parent	Callaway County
Anne Gregory	Parent	Jefferson County
Barbara Lewis	Parent	Jefferson County
Cathy Durkan	Parent	Hardin County
Rita Brockmeyer	Parent	Madison County
Rhonda Hedges	Professional	Binet School, Jefferson County Schools
Peter Tanguay	Professional	Bingham Child Guidance Center, University of Louisville
Sue Daniel	Professional	Retired, Early Childhood Professional
Melissa Ferrell	Professional	Kentucky Department of Education
Carol Estes	Professional	Vocational Rehabilitation, Supported Employment
Tricia Bronger	Professional	College of Education and Human Development, University of Louisville
Joseph Hersh	Professional	Weisskopf Center for the Evaluation of Children, University of Louisville
Rick Hudson	Professional	Spalding University
Linda Linville	Professional	Council on Postsecondary Education

Summary of KATC Services for 2005-2006

During the ninth 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 families
- Implementing family based technical assistance,
- 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 2005 through June 2006 is provided below. A more detailed account of services is further outlined in this report.

Family Services. KATC 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 eleven families.

In addition, KATC delivered a "Family Tool Box Series" in Louisville with a total attendance of approximately eighty-three participants at the twelve sessions. During the sessions, participants received information on practical strategies and available services.

To address regional needs this year, the KATC presented at four family support group meetings. Topics were requested by supports groups to address local needs.

School-Based Team Consultations and Technical Assistance Sessions. KATC 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 training agenda which is individually developed for each team. During this past year, our trainers have worked with twenty-three 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 included addressing over one thousand requests for information through our Amanda L. King Resource Library. Family members and professionals from across the Commonwealth share information, resources and support via

the KATC Listserv. In addition, the KATC presented at fifteen events and professional development sessions across our Commonwealth. From an advanced training perspective,

The KATC 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.

Development of Policy and Practices through

Collaboration. During the past year, KATC staff members 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 assisted the Commonwealth of Kentucky in developing effective policy for promoting local, regional and statewide systemic change. KATC staffer serves as vice-chair of the ASDAC.

On March 18, 2005, Governor Ernie Fletcher signed House Bill 296 into law establishing the *Kentucky Commission on Autism Spectrum Disorders*. Sponsored by state Rep. Scott Brinkman (Louisville), the legislation charges the agency with development of a comprehensive statewide plan for an integrated system of training, treatment and services for individuals of all ages with an ADS.

The commission is composed of members from key state agencies and nine appointed community members. In addition to Rep. Brinkman, other state legislators serving on the commission include Sen. Denise Harper Angel (Louisville), Rep. Chuck Meade (Allen) and Sen. Damon Thayer (Georgetown). The appointed members ensure broad representation of Kentucky's citizens concerned with the health and quality of life for individuals with an ASD.

The twenty-two member commission first met in August 2005 and named subcommittees to address the following issues:

- identification and intervention
- services/transition
- best practices and training
- funding.

KATC staff has served as a resource to members upon request.

In support of the *Kentucky Commission on Autism Spectrum Disorders*, the KATC hosted a forum on June 14th during Autism Institute 2006. The purpose of the forum was to gather public comment regarding Commission's Comprehensive State Plan.

Family-Based Technical Assistance

KATC staff members 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 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. Currently, the KATC does not charge families for this service. During this past year, KATC staff members conducted eleven individual family support sessions in the following counties: Jefferson, Pike, Pulaski, Madison, Trigg, and Warren.

Kentucky Autism Services and Supports Directory

To assist families across the Commonwealth of Kentucky, the Kentucky Autism Training Center in collaboration with public and private agencies, organizations, and support groups initiated the development of a service directory of agencies

or providers who serve individuals with autism and their families. This directory is available on the KATC's web site and sent upon request.

"1-800 Number"

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

Tool Box Series

The goal of the KATC's Tool Box Series is to provide families with practical strategies and overview of available services that can enhance their child's participation in family life and community activities. Monthly sessions were conducted January 2006 through May 2006. Figure 1 (below) outlines the content areas that were addressed.

Attendees of the Tool Box Series resided in the following counties in Kentucky:

Anderson, Boyle, Bullitt, Hancock, Hardin, Jefferson, Oldham, Scott, Warren, and Washington.

Figure 1: 2005-2006 Tool Box Series

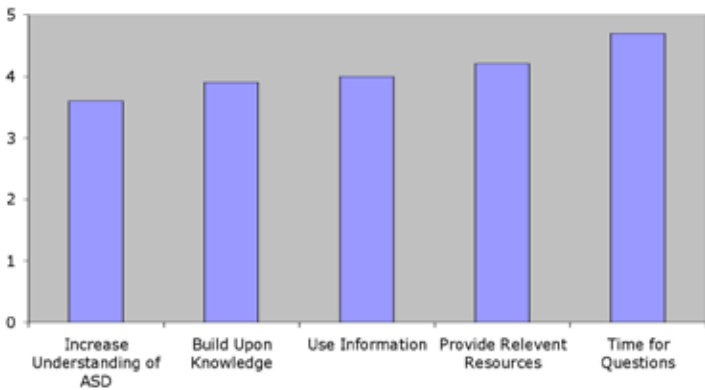
Session 1: Long Term Planning	Dr. Richard Hudson, KATC
Session 2 : Educational Rights (Part 1)	Robin Young Porter, Council on Mental Retardation
Session 3: Educational Rights (Part 2)	Robin Young Porter, Council on Mental Retardation
Session 4: Functional Behavior Assessments	Dr. Richard Hudson, KATC
Session 5: Assistive Technology	Robin Stacy, En Tech
Session 6: Pre Preparing for Medical Appointment	Dr. Judith Axelrod, Square One
Session 7: Accessing Insurance	Gene Coverston, Department of Insurance
Session 8: Family-focused planning: "What you should expect from your providers"	Dawn Corcoran, Seven Counties Services
Session 9: Accessing Child Care	Gina Deveary, Community Coordinator Child Care
Session 10: Visual Supports in the Home and the Community	Kelly Shepperd, KATC
Session 11: Navigating the Social Realm: Social Supports for the Home and Community	Kelly Shepperd, KATC
Session 12: Nutrition and Feeding Issues	Jocelyn Warren, OT/LR; Eva R. Markham, Ed.D. Patricia Blackwell PhD, CCCSLP; Diana Pantalos, MS, RD, LD, Weisskopf Center for the Evaluation of Children Feeding Team

Please find in Figure 2 a summation of evaluation data that was collected at the end of each session. Seventy-three participants completed evaluations. Sample questions are as follows:

- To what degree did the presentation assist you in understanding autism?
- To what degree did the presented build upon you knowledge of autism?
- To what degree did you find the information useful?
- To what degree did you find the suggested resources relevant?
- To what degree did the presenter provide adequate time for questions?

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.

Figure 2: The Tool Box Series
The Kentucky Autism Training Center
n = 73



88% of people stated that they would use the information provided in the presentations.

Comments from participants:

- This session helped me have a better understanding of the Individualized Education Plans (IEPs).
- This session helped me learn skills to be a better advocate for my child.
- I learned the importance of forming a team.
- I will perform more functional behavior assessments.
- The information provided will be useful to change a student’s behavior in the classroom.
- The information provided on self-funded plans and Kentucky state mandates was the most helpful.

Family-Based Training

During this past year at the request of support groups across the Commonwealth, KATC staff delivered four workshops to the Danville/Boyle County Autism Support Group and Families for Effective Autism Treatment.



Tool Box attendees learn more about feeding issues

School-Based Team Consultations and Technical Assistance

"We are so thankful to the KATC for being so helpful with [our] school. All the time and effort will be put to good use through the years. It's such a relief to know there is an organization that understands the needs of children like 'Tommy'".
—Anonymous Comment on Evaluation

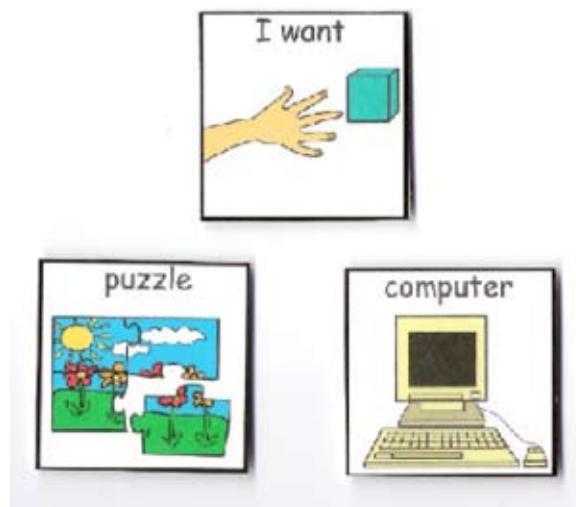
"Thank you and everyone else that worked together to make the conference a reality. I came away with much information from the workshops and several resources from the Vendor Room/ Book Store that will help us to work with our son. I pray that our efforts to utilize what I learned will make his life, our family atmosphere and his classroom environment much more peaceful and joyful".
—Parent-Bullitt County

"I cannot tell you enough how very much the Kentucky Autism Training Center has meant to our district and to the Parent Resource Center. From the bottom of my heart, thank you. Please convey to everyone my sincerest thanks and deepest appreciation for all that you have done for us.
—Belinda Henson, Parent Resource Center
Franklin County Public Schools

"Thanks for your support and what you do in the field. I am behind your work 110% and will assist in any way possible with projects, liaisons and whatever else you may need from the field. Keep in touch and I'll do the same."
—Bill Rigney, Special Education Behavior Specialist
Co-director of Kentucky Valley Special Educational Cooperative

"Thanks so much for your assistance. I felt like the workshops on Monday and Tuesday were the most informative and provided the most useful information I have received in a very long time. Thanks so much for your presentations".
—Donna Schepman, Speech Language Pathologist
Kentucky School for the Deaf

"I really enjoyed the workshop. Thanks for coming on this end of the state!"
—Parent-Boyd County



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. KATC staff deliver individual training

sessions to fit the needs of each team, training formats include: workshops make & take sessions, individualized instruction, direct demonstration and web based instruction. As team members, the KATC encourages families to participate in all training activities.

KATC staff members provide technical assistance in the following areas:

Identifying and understanding students with autism

- Screening information for early childhood professionals
- Diagnostic tools
- Awareness sessions for school personnel (bus drivers, cafeteria workers, and custodians)
- Peer awareness and training

Communication

- Natural Language Boards: Targeting Receptive & Expressive Communication
- Visual-Based Communication Systems
- Visual Supports in the Home
- Developing Natural Language Boards to Promote Communication
- Using Interactive Language Boards to Extend Communication Exchanges and to Promote Receptive and Expressive Language Skills in Children with Autism Spectrum Disorders
- Promoting Receptive and Expressive Language: Using Single and Multi-Pictured Based Supports
- Using Visual Strategies to Support Children with Autism
- Examining Picture Based Communication Systems for Students with Autism

Behavior

- The ABC's of Behavior
- ABA and Behavioral Interventions
- Introduction to Applied Behavioral Analysis
- Conducting Functional Behavioral Analysis
- Addressing Challenging Behaviors
- Positive Behavioral Supports
- Decreasing Behavior Problems: Practical Guidelines for Educators and Parents
- Developing and Implementing Appropriate Behavior Plans
- Developing and Evaluating Effective Behavior Support Plans
- Data Collection Made Easy
- Data Based Decision Making: Evaluation Change

Social

- Social Stories, Social Skills
- Structuring Social Opportunities across Settings— Elementary through High
- Setting up a "Lunch Bunch"—Elementary through High
- Social Skills across a Lifespan

Vocational/Self Help

- Daytime Toilet Training for Children with Autism and Other PDD's
- Supported Employment
- Promoting Independence using Self-Monitoring
- Autism and Employment Issues
- Working with Individuals with Autism Spectrum Disorders
- Person Centered Planning
- Working Together: Autism Awareness on the Job
- Using a Collaborative Volunteer Model to Promote Inclusion in Community Recreational Activities

Adolescent/Adult

- Autism In Young Adults
- Adolescent Behavior & Concerns
- Adolescent Issues: Realistic Expectations
- Sexuality

Educational and Skill Development

- Autism Evaluation for Eligibility, Instructional Planning and Continuing Assessment
- Comprehensive Autism Planning System (CAPS): A Process Approach to Planning and Implementing Instruction for Individuals with ASD's
- Strategies for Including Students with Autism Spectrum Disorders into the Regular Education Classroom
- Transition for Elementary Aged Students
- Teaching Strategies for Parents and Teachers across Settings
- Strategies and Techniques for Working with Individuals with Autism
- Incorporating Individualized Structure to Promote Successful Classroom Transitions
- Initial Steps in Developing a Comprehensive Student Program: Schedules, Objectives & Targeting Independence and Involvement as Pivotal Behaviors
- Structuring the Classroom for Success and Independence
- Simple Strategies for Pre-school and Childcare Professionals
- Communication & Play for Pre-school and Childcare Professionals

Educational and Skill Development Continued

- Working with Students with High-Functioning Autism in the Regular Education Classroom
- Using Technology to Enhance Learning
- Creating an Environment to Promote Learning
- Motivation and Autism
- Conducting Informal Assessments to Develop Data Based Programs

Aspergers Syndrome

- Understanding Aspergers Syndrome
- Overview of Aspergers, Behavior and Teaching Strategies for Children with Aspergers
- Asperger's Syndrome: Program Planning and Interventions
- An Autism and Asperger's Overview: Characteristics, Behaviors and Overview of Treatment Options

Autism Awareness

- Overview of Autism Characteristics and Therapy options
- What is Autism? Communication and Social Supports
- Overview of Autism: Resources for Families and Professionals
- Autism: An overview of Characteristics, Behavior and Inclusion
- Understanding the Behaviors of Autism
- Overview and Characteristics of Autism in Preschool and Elementary School Students
- Early Identification of Autism and Subsequent Resources for Physicians
- Early Identification of Children with Autism Spectrum Disorders
- Understanding and Approaching Children with Autism
- Understanding Autism for Pre-school and Child Care Professionals
- Understanding Autism for Law Enforcement and other First Responders
- Autism Awareness for the Secondary School Counselor
- An Autism and Asperger's Overview: Characteristics, Behaviors and Overview of Treatment Options
- Promoting the Early Identification of Autism

Understanding Sensory Issues and Building Sensory Supports

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

Bardstown Independent Schools
 Bell County Schools
 Boone County Schools
 Bowling Green Independent Schools
 Green County Schools.
 Hardin County Schools
 Henry County Schools
 Jefferson County Schools
 McCracken County Schools
 Meade County Schools
 Nelson County Schools
 Russellville Independent Schools

Quarterly evaluations are sent to the team leader at the school as well as the parents/guardians of each educational team and we ask that they be filled out and mailed back to the KATC. During the 2005-2006 school year, forty-four evaluations were mailed to team members, of these twelve evaluations were completed and returned to the KATC; the return rate for this specific evaluation was 28 %. We are striving to constantly evolve and improve upon the school consultation model and are eager to incorporate suggestions from team members (including parents in the evolution of our school-based services.

**Figure 3: School Based Team Consultations
 2005-2006
 n=12**

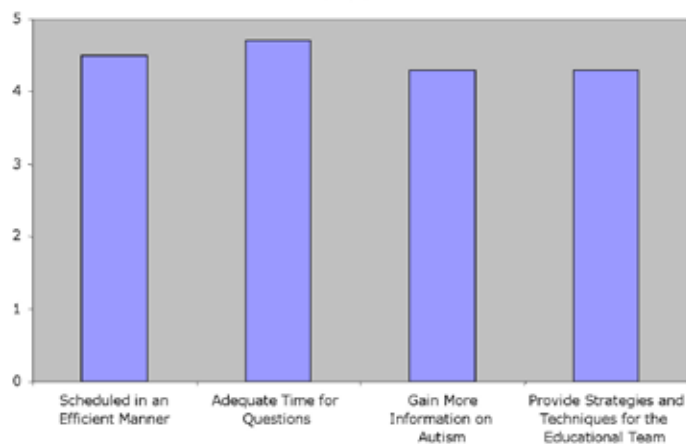


Figure 3 is summary of evaluation data from participants of the KATC's School Based Team Consultations. Twelve participants completed evaluations. Utilizing a five point scale, participants were asked to provide feedback regarding training activity, with "5" representing highest satisfaction and "1" indicated participant's complete dissatisfaction with the activity, as well as several open-ended questions. Sample questions are as follows:

- To what degree was the presentation scheduled in an efficient manner?

- To what degree did the consultant provide adequate time for questions?
- To what degree did the consultation increase your knowledge of autism?
- To what degree did the consultant provide strategies and techniques for the educational team?

91% of individuals had a better understanding of the student after the school consultation process.

Below is a sampling of comments from evaluations.

Do you understand the student better after the school consultation process?

- The collaboration that the consultations allowed us to have was very important and helpful for both the school staff and parents to get a better picture of the student and the successful techniques being utilized in both those settings
- I didn't know much about autism before the training. I felt the training was very helpful.
- I would like to say your staff was adequately trained and I was impressed with their knowledge on how to educate children with autism. Thank you for what you do and I will be in contact in the future as concerns arise.
- I learned the importance of using visual schedules.

What did you find most helpful about the school consultation?

- The additional meetings provided us with additional opportunities to collaborate with the family and demonstrate our efforts in making a continuous effort to improve.
- Strategies to use daily with the student.
- I would like to see this training implemented by all school staff that will be working with my child. Training and education will need to be ongoing as he will encounter "new staff" next year who may or may not have adequate training.
- Encouragement for one thing. Ideas for using visuals and helping the student be more involved in out classroom and school routine.
- I could call at any time and receive information and encouragement. The ideas were not overwhelming but adequate and realistic.
- The consultant from KATC implemented ways to increase the student's social interaction with peers.

Do you have any suggestions for the KATC to more efficiently serve schools and families of students with autism?

- More visits to the school.
- The entire staff was friendly and easy to work with throughout the process, but it was difficult for such an extended lapse of time to exist between the original request and the first consultation.

At the end of the 2005-2006 school year twenty-two students received school consultation services from thirteen different districts across Kentucky. There were twelve 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 one thousands 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”
- Contact information for support groups
- Up-coming training activities and vendors
- 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, Autism Spectrum Disorders Advisory Consortium, Educators & Education Organizations, Early Childhood Professionals, Professional Organizations, Family Resources & Youth Services Centers, mental health professionals and supported employment providers across the Commonwealth. The newsletter contains information regarding the services of 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. Over this past year, efforts were made to focus each edition on a specific topic, such as art and health. Individuals and organizations are welcome to request a print version of the newsletter.

KATC LISTSERV

Individuals from across the Commonwealth are members of the KATC's listserv. Members share information on research, resources, up-coming events, trainings, workshops, support groups, disability related information and other useful information for families and professionals in the autism community. As of June 2006, the KATC LISTSERV has approximately four hundred members.

Web-Site

The KATC web site is located at www.louisville.edu/kyautismtraining, during this past year, the KATC web-site has been updated to include additional resources specific to Kentucky and other autism related information.

Professional Development Sessions

KATC staff members presented parents and professionals information on autism spectrum disorders and effective

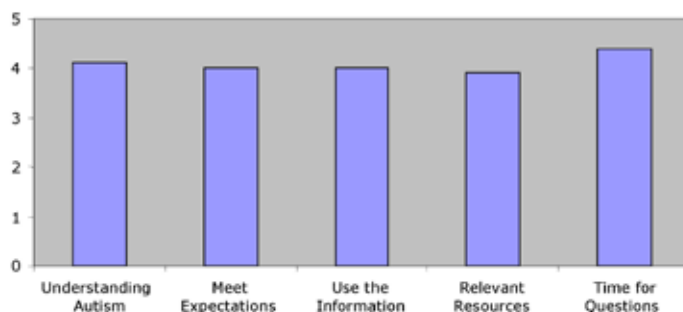
strategies at fifteen local, regional, and state conferences to approximately six hundred and ninety individuals at the following organizations:

Binet School
Campbellsville University
CEC Conference
Centerfield Elementary
Churchill Park School
Friends School
Grayson County Middle School
Interdisciplinary y Human Development Institute,
University of Kentucky/Para Educator Academy
Kentucky Communities Economic Opportunity Council
Head Start
Kentucky Dental Association Annual Meeting
Lifeskills Inc.
METCO Home Health
Powell County Schools
Very Special Arts of KY
Wilderness Trail Summer Institute

Figure 4 is summary of evaluation data from participants of the KATC's Professional Development Sessions. Ninety-nine participants completed evaluations. 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, as well as several open-ended questions. Sample questions are as follows:

- To what degree did the presentation assist you in understanding autism?
- To what degree did the presentation meet your expectations?
- To what degree did you find the information useful?
- To what degree did you find the suggested resources relevant?
- To what degree did the presenter provide adequate time for questions?

Figure 4: Professional Development 2005-2006
n = 99



KATC Regional Workshops

The goal of KATC's regional workshops was to include information that was useful to both families and professionals "close to home". KATC staff are aware that many individuals across the Commonwealth have limited time and resources to travel significant distances to receive information on "best practices". To reach diverse areas across the state, the KATC delivered six regional workshops, three in the fall and three in the spring. Figure 5 represents the home county of attendees of the KATC's spring and fall regional workshops.

The first day at each location presented specifically for family members and offered at no charge. Family members could pick from either "Simple Strategies for the Home Environment" or "Growing Up: Planning for the Future". A group discussion was also held at the end of the sessions to allow an opportunity for networking and questions/answer time with the KATC's Field Training Coordinators, Kelly Shepperd, M.Ed. and Richard Hudson, Ph.D.

The second day focused on educators and service providers with a reduced registration fee offered to assistants, family



Figure 6 is summary of evaluation data from participants of the Fall Regional Workshops offered by the KATC in the fall of 2005. Participants were given the opportunity to complete evaluations at the end of each session; four hundred and thirty-four were collected. 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, as well as several open-ended questions. Sample questions are as follows:

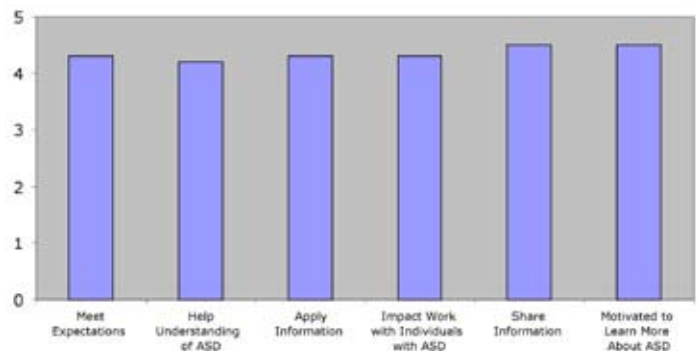
- To what degree did the presentation assist you in understanding autism?
- To what degree did the presentation meet your expectations?
- To what degree did you find the information useful?
- To what degree did you find the suggested resources relevant?
- To what degree did the presenter provide adequate time for questions?

The fall sessions took place at Buckhorn Lake State Park in Perry County on September 21-22, Kenlake State Park in Marshall/Calloway County October 27-28, and the Spectrum Building in Jefferson County on November 7-8, 2005.

members and students. Attendees could choose from "Daily & Mini Schedules: Working Toward Independence" or "Behavioral Supports for the Classroom, Workplace & Community" in the morning and "Toilet Training Individuals with Autism Spectrum Disorders" or "Autism: Characteristics, Assessment and Avoiding Misdiagnosis" in the afternoon.

Figure 5: Regional Workshops Fall 2005

n = 434



During these fall workshops, the Kentucky Autism Training Center hosted three hundred attendees that represented the following counties:

Adair	Calloway	Fayette	Henry	Marshall	Rockcastle
Barren	Carlisle	Floyd	Hickman	McCracken	Logan
Bell	Casey	Franklin	Hopkins	Meade	Scott
Boyle	Christian	Fulton	Jackson	Mercer	Shelby
Breckenridge	Clay	Grant	Jefferson	Muhlenberg	Taylor
Bullitt	Clinton	Graves	Kenton	Oldham	Trigg
Butler	Daviess	Hardin	Knott	Owsley	Warren
Caldwell	Estill	Harlan	Leslie	Perry	Webster

This fall series would not have been possible without the collaborative efforts of Bill Rigney at the Kentucky Valley Special Educational Cooperative and Sue Clifton at the West Kentucky Special Education Cooperative for providing insight and assistance in planning the content for these regional workshops. We would also like to thank Kari Huber from the Kentucky Valley Educational Cooperative and Marsha Harper from the Western Kentucky Educational Cooperative for their assistance in helping to facilitate the sessions.



Participants review examples of visual supports and resources.

The spring series followed a similar format to the fall sessions at each location, Simple Strategies for Home was offered at no charge for family members, this session allowed families to network with each other and discuss practical strategies that could be implemented at home and in the community as well as at school. An open discussion afterwards provided an opportunity for questions and feedback from KATC staff and local professionals. Below is a listing of topics and a summary of evaluation gathered from participants.

February 27, 2006 at Rough River State Park in Grayson County the topics were:

- Let's Talk About Sex: Autism, Adolescence and Sexuality-Dr. Rick Hudson, KATC
- Let's Be Friends: Adolescence, Peer Supports and Peer Victimization-Dr. Rick Hudson, KATC



Rick Hudson, KATC, speaks to attendees regarding Behavioral Supports for the Classroom, Workplace and Community at Kenlake.

- Implementing Visual Supports across Settings-Kelly Sheppard, Hart County Schools and Emily Kirkham, KATC
- Simple Strategies for Home, Emily Kirkham, KATC

March 7, 2006 at Carter Caves State Park in Carter County the topics were:

- Implementing Social Skills & Social Stories across settings for individuals w/ ASD, Katie Carnazzo and Emily Kirkham, KATC
- Incorporation of Picture Based Communication Systems across Settings, Katie Carnazzo
- Simple Strategies for Home, Emily Kirkham, KATC
- An Overview of the D.I.R.™ Model: A Multisystems Approach to Intervention for Individuals with Autism Spectrum and Related Disorders, Ann Pilewskie, Ohio Center for Autism and Low Incidence

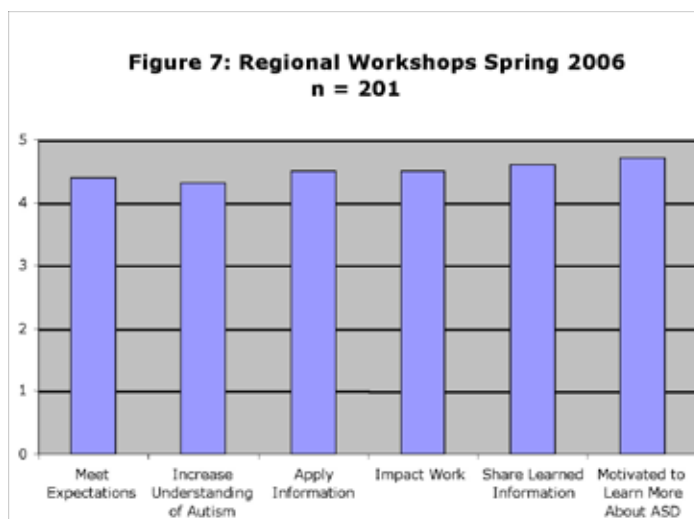
March 20-21, 2006 at Lake Cumberland State Park in Russell County the topics were:

- Implementing Visual Supports across Settings, Emily Kirkham, KATC
- Managing Challenging Behavior in Students with Autism Spectrum Disorder, Dr. Rick Hudson, KATC
- Visual supports Make and Take Session, Emily Kirkham, KATC

- Incorporation of Picture Based Communication Systems across Settings, Kelly Sheppard, Hart County Schools
- Simple Strategies for Home, Emily Kirkham, KATC

Figure 7 is summary of evaluation data from participants of the Fall Regional Workshops offered by the KATC in the spring of 2005. Participants were given the opportunity to complete evaluations at the end of each session; two hundred and one evaluations were collected. 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, as well as several open-ended questions. Sample questions are as follows:

- To what degree did the presentation assist you in understanding autism?
- To what degree did the presentation meet your expectations?
- To what degree did you find the information useful?
- To what degree did you find the suggested resources relevant?
- To what degree did the presenter provide adequate time for questions?



After the session “Implementing Visual Supports Across Settings”, attendee could participate in a Make and Take session to develop a visual support of their choice. Above, Emily Kirkham, a Speech Language Pathologist and Parent from Adair County make a “First Then Board” together.

Mother and Daughter, Sue Burkhead and Stefanie Hall from Mercer County and Julie Price, parent from Pulaski County share stories about their family situations after the Simple Strategies for Home session.



The Kentucky Autism Training Center hosted approximately one hundred and thirty attendees during the Spring Regional Workshop Series. Counties represented include:

Adair	Casey	Greenup	Mason	Rowan
Bath	Cumberland	Hancock	Meade	Russell
Bell	Daviess	Hardin	Mercer	Shelby
Boyd	Elliott	Jefferson	Morgan	Simpson
Boyle	Fayette	Knott	Pendleton	Spencer
Breckenridge	Grayson	Lawrence	Perry County, IN	Taylor
Carter	Green	Lawrence County, OH	Pulaski	Warren
		Madison		

As with all activities of the Kentucky Autism Training Center this was a collaborative effort. Special thanks to Ann Pilewskie, Ohio Center for Autism and Low Incidence; Marsha Harper, Western Kentucky Special Educational Cooperative and Kelly Shepperd, Hart County Schools for inspiring and encouraging attendees with their knowledge and passion for individuals on the autism spectrum. Additional thanks to The Big East, River Region and Wilderness Trail Special Education Cooperatives for their assistance in planning the topics for these workshops.

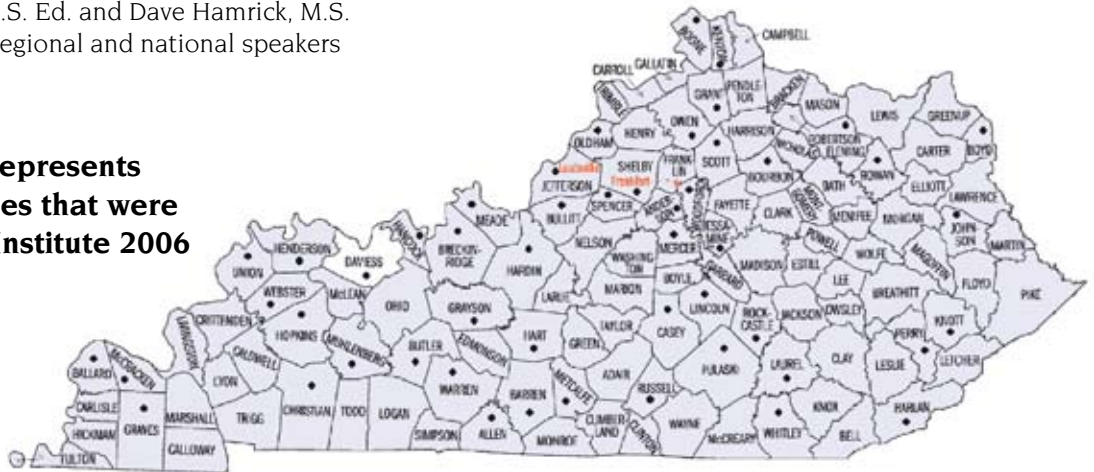


Autism Institute 2006

“Putting the pieces together through collaboration” is a constant theme at the Kentucky Autism Training Center and is highlighted at the Autism Institute each year. During our seventh annual conference, we collaborated with the Kentucky Department of Education and the Ohio Center for Autism and Low Incidence (OCALI). Due to this collaborative effort, we were able to offer the approximately five hundred and ninety attendees eighteen different presentations from both national and regional speakers. The KATC was fortunate to host many distinguished speakers. Our three “headlining” speakers were Linda Hodgdon, M.Ed., CCC-SLP, Rebekah Heinrichs, M.S.N., M.S. Ed. and Dave Hamrick, M.S. In addition, local, statewide, regional and national speakers presented sessions.

Professionals	278
Family Members	61
Full Time Students	4
Para Professionals	48
Preschool Session	150
Medical Session	18
Law Enforcement	31
Total Number of attendees	590

Figure 8 is a map that represents the indicates the counties that were represented at Autism Institute 2006



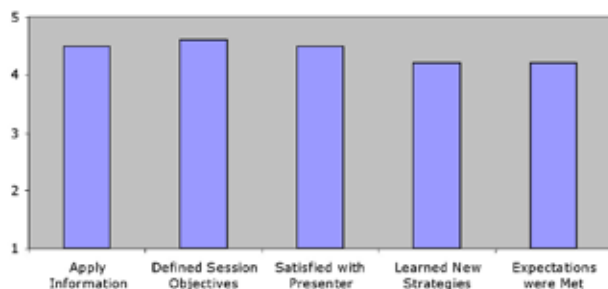
Attendees represented the following organizations and school systems:

Allen Board of Education	Hardin Board of Education	Options Unlimited
Anderson Board of Education	Harlan Board of Education	Owen Board of Education
Ballard Board of Education	Harmony Habitat	Owensboro Police Department
Barren Board of Education	Harrison County, Indiana School Cooperation	Perry Board of Education
Boone Board of Education	Hart Board of Education	Pulaski Board of Education
Bourbon Board of Education	Henderson Board of Education	Rockcastle Board of Education
Boyd Board of Education	Hopkins Board of Education	Rowan Board of Education
Breckenridge Board of Education	Jefferson Board of Education	Russell Board of Education
Brodhead Elementary	Jessamine Board of Education	Scott Board of Education
Bullitt Board of Education	Johnson Board of Education	Seven Counties
Butler Board of Education	Kenton Board of Education	Shelby Board of Education
Cardinal Hill Rehab	Kentucky State Police	Shelby County Emergency Medical Service
Casey Board of Education	Knott Board of Education	Speech Associates
Christian Board of Education	Laurel Board of Education	Spencer Board of Education
Community Action of Southern Indiana	Lighthouse Youth Services	Stonestreet Elementary
Daviess Board of Education	Lincoln Board of Education	The Arc
Department of Criminal Justice Training	Louisville Metro Police Department	Union Board of Education
Edmonton Elementary	McCracken Board of Education	Ursuline Montessori
Fayette Board of Education	Meade Board of Education	Warren Board of Education
Fleming Board of Education	Mercer Board of Education	Webster Board of Education
Fort Thomas Police Department	Metcalfe Board of Education	Whitley Board of Education
Grant Board of Education	Muhlenberg Board of Education	William H. Natcher Elementary School
Gravies Board of Education	North Key Community Services	Williamstown Head Start
Grayson Board of Education	Ohio Valley Schools	Woodford Board of Education
Greater Clark School System	Oldham Board of Education	Yellow Ambulance Service
Hamilton Board of Education	Oldham County Schools	YMCA
Hancock Board of Education		

The KATC was fortunate to host many distinguished speakers. Our three “head-lining” speakers were Linda Hodgdon, M.Ed., CCC-SLP, Rebekah Heinrichs, M.S.N., M.S. Ed. and Dave Hamrick, M.S.

Figure 9 is a summation of participant feedback regarding Linda Hodgdon’s sessions.

**Figure 9: Autism Institute 2006
Linda Hodgdon, M.Ed., CCC-SLP
n = 185**



One hundred and eighty-five participants completed evaluations. 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, as well as several open-ended questions. Sample questions are as follows:

- To what degree will you be able to apply information?
- To what degree did the presenter address defined session objectives?
- To what degree were you satisfied with the presenter?
- To what degree did you learn new strategies and techniques

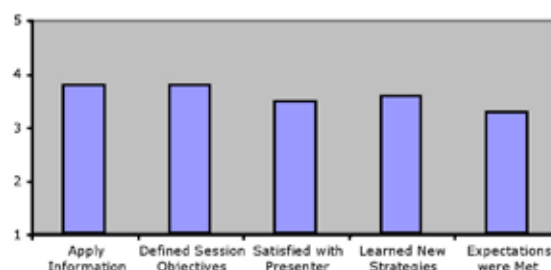
- To what degree did the session meet your expectations?

Figure 10 is a summation of participant feedback regarding Rebekah Heinrich’s sessions.

One hundred and eighty-seven participants completed evaluations. 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, as well as several open-ended questions. Sample questions are as follows:

- To what degree will you be able to apply information?
- To what degree did the presenter address defined session objectives?
- To what degree were you satisfied with the presenter?
- To what degree did you learn new strategies and techniques
- To what degree did the session meet your expectations?

**Figure 10: Autism Institute 2006
Rebekah Heinrichs, M.S.N., M.S.
Ed.
N = 187**



Katie Carnazzo-KATC, Rebekah Heinrich, Dave, Rita Meadows is a volunteer from Madison Co, Kristen Frarey-KATC and Emily Hatcher-KATC



Keynote Lunch

Dave Hamerick spoke at the keynote luncheon to approximately two hundred and seven attendees. He provided attendees with insight on “life on the spectrum”.

Miss Louisville, Ashley Pritchett, spoke to attendees at the keynote lunch. Promoting the awareness of autism is the issue that she has chosen to address in her role of Miss Louisville.

Also at the keynote lunch, Pat Seybold, Executive Director Kentucky Council on Developmental Disabilities provided an overview of the state plan being developed by the Kentucky Commission on Autism.

Dave Hamerick and Ashley Pritchett, Miss Louisville

Figure 11 is chart the outlines the many distinguished speakers and the topics that they addressed at Autism Institute 2006.

Speaker	Title	Topics
Linda Hodgdon, M.Ed., CCC-SLP	Director, Cornerstone Communication Center	Visual Strategies™: The Key for Improving Communication, Behavior & Social Skills
Rebekah Heinrichs, M.S.N., M.S. Ed.	Consultant	Bullying Prevention in our Schools and Communities Practical Strategies for Bullying Prevention and Social Success Developing Classroom Strategies to Meet the Social-emotional Needs of Students with Asperger's Syndrome School Environments that Help Prevent Bullying and Promote Social Success
Ann Pilewskie, M.A.	Director of Autism Services, Ohio Center for Autism and Low Incidence	A "Circle of Friends". Valuing Diversity and Supporting Social Skills in Inclusive Environments
Ruth Aspy, Ph.D.	Protective Services Training Institute at the University of Texas and the University of Houston	The Ziggurat Model: Designing Comprehensive Behavior Interventions for Individuals with High-Functioning Autism and Asperger's Syndrome
Barry G. Grossman, Ph.D.	Licensed psychologist who specializes in interdisciplinary assessment, consultation, and training in the are of autism spectrum disorders	
Amy Bixler, M.A.	Autism Administrator, Ohio Center for Autism and Low Incidence	
Jocelyn Warren, OTR/L Eva Markham, Ed.D. Pat Blackwell, Ph.D., CCC-SLP Diana Pantalos, M.S., R.D, L.D.	Feeding Team Weisskopf Center for the Evaluation of Children Department of Pediatrics at the University of Louisville	Assessment and Treatment of Feeding in Children with Autism: One Team's Approach
Dave Hamrick	Member of autism community	Discovering the Mystery of Directomes Weathering Autism In Relationships
Robin Stacy, M.Ed.	Director, enTECH	What is Assistive Technology and How Do I Get It?
Jeff McCormick, M.S.	Administrator of Low Incidence and Technology, Ohio Center for Autism and Low Incidence	Autism & Assistive Technology Resources on the Web: Obtaining and Validating Info Introduction to Mac OX Accessibility Features
Therese Vali, M.A. Terri Bailey, OTR/L Bernadette Coty, MA, CCC-SLP, Stephanie Thomas-Hinds, M.Ed., IECE Melissa J. Routh, Ed.S., NCSP	Educational team working with Meade County Public Schools students	Live It, Learn It, Teach It! A Comprehensive Team Approach to Autism, Incorporating Interventions & Strategies for Home & School
Cheryl Dunn, M.A	collaborative position as an educational consultant for both the West Kentucky Educational Cooperative and the Calloway County Early Childhood Regional Training Center	Run for the Roses!
Marsha Harper, M.A.	West Kentucky Educational Cooperative	

Speaker	Title	Topics
Milton Tyree	Interdisciplinary Human Development Institute, University of Kentucky	The Importance of Employment: Planning and Service Considerations for Parents and Professionals
Thomas Pinkstaff, MD	Professor Emeritus of Pediatrics at University of Louisville And Clinical Professor of Pediatrics at University of Kentucky. He is the grandfather of an 8 yr old boy with Autism Spectrum Disorder.	Health Care Professionals seeking information about Early Identification of Autism Spectrum Disorders
Ann M. Derrick, ARNP, BC	Advanced Registered Nurse Practitioner Board Certified Child and Adolescent Psychiatric Clinical Nurse Specialist Bingham Child Guidance Center, University of Louisville and in private practice	
Sandra Duverge,	Parent Consultant, First Steps Parent of 12 year old with Autism	
Sue Daniel Jackie Quinn Sammi Baker	Carriage House Educational Consultants	Pre-school Professionals employed through Early Childhood and Day Care Centers
Captain Don Burbrink	High Risk Missing Persons Program, Louisville Police Department	Understanding Autism for Law Enforcement Offices and First Responders
Rita Brockmeyer	Parent from Madison County	
Melanie Tyner-Wilson	Parent from Fayette County	
Officer John Carmichael	Project Life Savers, Lexington Police Department	



Ruth Aspy, Ph.D. discusses and with attendees behavior interventions for students with Asperger's

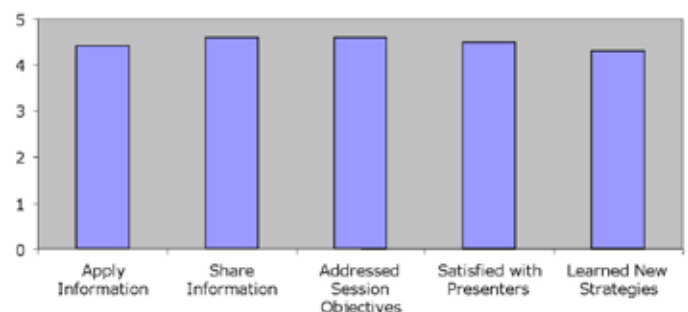
Figure 12, is a summation of feedback from participants regarding the content and relevance of information and strategies presented at the Autism Institute 2006.

One hundred and forty-five participants completed evaluations. 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, as well as several open-ended questions. Sample questions are as follows:

- To what degree will you be able to apply information from session?
- To what degree will you be able to share the information from session?
- To what degree did the presenter address session objectives?

- To what degree were you satisfied with the presenters?
- To what degree did you learn new strategies?

**Figure 12: Overall Autism Institute 2006
n = 145**



Community Awareness Sessions at Autism Institute 2006

To promote the awareness of autism in community, the KATC hosted three workshops Autism Institute 2006. These workshops were offered at no charge to members of the public.

Figure 13 represents a summation evaluation data from participants attending the community awareness session for **Pre-school Professionals employed through Early Childhood and Day Care Centers One**; hundred and seventy-three participants completed evaluations. 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, as well as several open-ended questions. Sample questions are as follows:

- To what degree will you be able to apply information from session?
- To what degree will you be able to share the information from session?
- To what degree did the presenter address session objectives?
- To what degree were you satisfied with the presenters?
- To what degree did you learn new strategies?

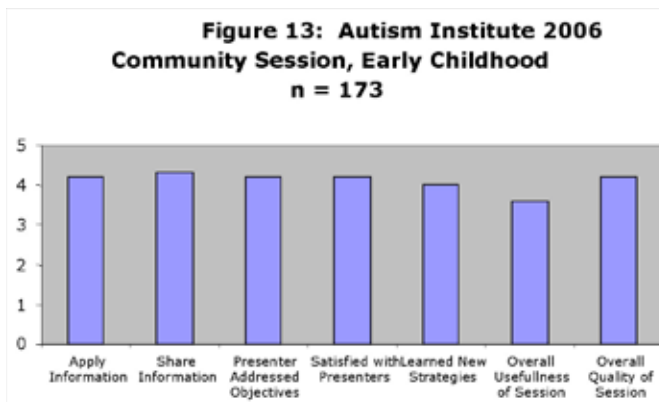


Figure 14 represents a summation evaluation data from participants attending the community awareness session for Health Care Professionals seeking information about Early Identification of Autism Spectrum Disorders; thirteen participants completed evaluations. Utilizing a five-point scale, participants were asked to provide feedback regarding training activity, with “5” representing highest satisfaction and “1” indicated participant’s complete dissatisfaction with the activity, as well as several open-ended questions. Sample questions are as follows:

- To what degree will you be able to apply information from session?
- To what degree will you be able to share the information from session?
- To what degree did the presenter address session objectives?
- To what degree were you satisfied with the presenters?
- To what degree did you learn new strategies?

**Figure 14: Autism Institute 2006
Community Sessions, Early Identification
n = 13**

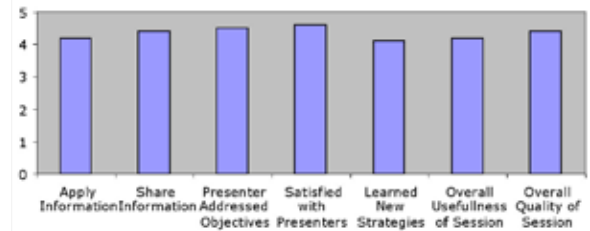
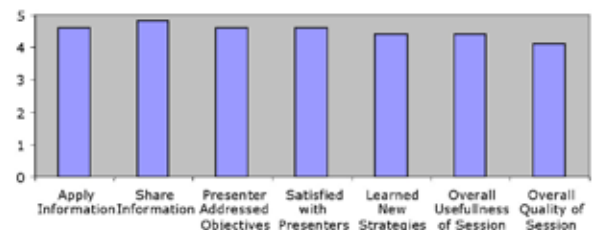


Figure 15 represents a summation evaluation data from participants attending the community awareness session for Law Enforcement Professionals and First Responders; ten participants completed evaluations. Utilizing a five-point scale, participants were asked to provide feedback regarding training activity, with “5” representing highest satisfaction and “1” indicated participant’s complete dissatisfaction with the activity, as well as several open-ended questions. Sample questions are as follows:

- To what degree will you be able to apply information from session?
- To what degree will you be able to share the information from session?
- To what degree did the presenter address session objectives?
- To what degree were you satisfied with the presenters?
- To what degree did you learn new strategies?

**Figure 15: Autism Institute 2006
Community Session, Law Enforcement
n = 10**



Information Sessions at Autism Institute 2006

Towards the goal of providing families with information regarding available service, the KATC hosted agencies and universities to present forty-five minute information sessions regarding the programs or services they offer to individuals with autism and their families. Below is a list of participating organizations:

Developmental Disabilities Council
Council on Mental Retardation
Eastern Kentucky University Psychology Clinic
Kentucky Early Childhood Transition Project (KECTP)
Western Kentucky University, Kelly Autism Program
University of Louisville, Weisskopf Child Evaluation Center, STAR Program
Langsford Center

Annual Kentucky Autism Services and Supports Expo

Towards assisting development of services and supports for individuals with autism and their families the hosted the 2nd Annual Kentucky Autism Services and Supports Expo during Autism Institute 2006. *Participants in the Kentucky Autism Services and Supports Provider Expo included:*

KY Partnership for Families and Children Inc
Center for Accessible Living
Music Therapy Services of Central Kentucky
The Luci Center
VSA Arts of Kentucky
Kentucky Council on Development Disabilities
FEAT of Louisville
Department of Mental Health and Mental Retardation
Carriage House Educational Services and Preschool
Square One LLC

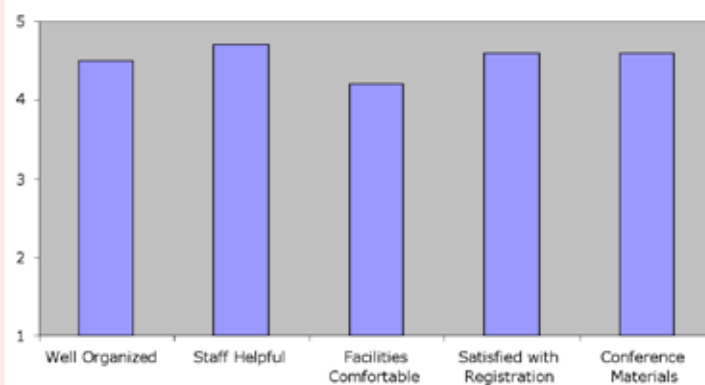
Court Appointed Special Advocates (CASA)
Kid Power
Autism Society of Kentuckiana
Harmony Habitat, Inc
KY-SPIN INC
Kentucky Early Childhood Transition Project
Weisskopf Center for the Evaluation of Children
The Sensory Learning Center of NKY
The Langsford Center
Kelly Autism Program
First Steps
Milestones
Turning Point
Home of the Innocents
Rachel Hammond
Human Development Institute
Autism Society of the Bluegrass
Autism Society of Western Kentucky
Kentucky Learning Disabilities Association
Opportunities for Family Leadership
Kentuckians Encouraging Youth to Succeed (KEYS)



Figure 16 presents participants' feedback regarding the logical arrangements associated with Autism Institute 2006. One hundred and forty-five participants completed evaluations. 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, as well as several open-ended questions. Sample questions are as follows:

- To what degree was the conference well organized?
- To what degree was the staff helpful and courteous?
- To what degree were the conference facilities comfortable?
- To what degree were you satisfied with the registration process?
- To what degree were you satisfied with the conference materials?

**Figure 16: Autism Institute 2006
Facilities and Conference Organization
n = 145**



Fundraising Activities

During this past year, the KATC initiated two fundraising activities. The Advisory Board of the Kentucky Autism Training Center hosted an evening at McAlister's Deli at the Glenview Point Shopping Center location in Louisville, Kentucky on August 22nd. The proceeds of the evening benefited the KATC's Resource Center. Volunteers, KATC Advisory Board members, and KATC staff spent the evening waiting tables and promoting the autism awareness.



(Left to right) Representative Scott Brinkman, Nat McKay and Donna Brinkman hammed it up for the KATC Resource Center.

KATC Gang and KATC Board Members sandwiched together for a group shot at McAlister's. The event at McAlister's Deli raised approximately seven hundred dollars for the KATC Resource Center



Lt. Gov. Steve Pence and his wife, Ruth Ann Cox, Judith Hoge and Nathalie & Rick McKay hosted Cocktails & Conversation at Owl Creek County Club in Anchorage, KY on March 26th. At the event, a short presentation was given explaining the mission of the Kentucky Autism Training Center and how we are hoping to expand our services to include in-home family consultations and trainings. KATC is pursuing a WHAS Crusade for Children challenge grant in the amount of \$175,000 to help underwrite the new expenses that expanded service would create.

Pictured left are Event Hosts: Lt. Gov Steve Pence, Ruth Ann Cox, Judith Hoge, Nathalie and Rick McKay. Nathalie supported the formation of the KATC and has been a board member for over 9 years.





Theresa Wise and KATC Board member Cathy Durkan (Both from Elizabethtown)



Edith and Nigel Watson, Greg and Mary Walkiewicz and Dana and Paula Aroh (Louisville Folks)



This is the invitation from the Cocktails & Conversation



Tim and Rita Brockmeyer from Richmond (Rita is the chair of the KATC's Advisory Board)

KATC Staff

John C. Burke, Ph.D., Director.

(Dr. Burke left the KATC in December 2005)

The Kentucky Autism Training Center was directed by Dr. John C. Burke who supervised all aspects of the operation of the Center under the direct administration of the College of Education and Human Development 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.

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.

Tonja Craig, Unit Business Manager

Tonja has worked for University of Louisville for approximately 8 years. 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 joined the Kentucky Autism Training Center in the spring of 2001 to assist in the coordination and scheduling of KATC's School and Family Services. She coordinates Presentations and Workshops to Family Groups and Organizations across KY, facilitates quarterly billing for KATC Services and assists the Unit Business Manager with financial responsibilities. Most recently Kristen has worked with regional leaders and organizations to develop and facilitate a variety of Regional Workshops across the state and also serves as Conference Chair for the KATC's Annual Autism Institute.

Rebecca Grau, M.P.A., Program Coordinator, serving as Interim Director

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.

Richard Hudson, Ph.D., Field Training Coordinator.

(Dr. Hudson left the KATC in April 2006)

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 received his doctorate in Educational and Counseling Psychology at the University of Louisville. 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.

(Ms. Sheppard left the KATC in December 2005)

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 where she resides.

Emily Kirkham, B.S., Field Training

Emily Kirkham graduated from the University of Louisville with a Bachelors degree in Sociology. She has worked with children with Autism for four years. She was the classroom teacher with the Endeavor Program at the Kentucky Center for Special Children's Services and Preschool (Carriage House), a therapeutic program to prepare students with ASD for elementary school. While in this role she developed behavior, communication, social and toileting programs for classroom students.

She also served as an Intervention Specialist with Caritas Peace Center in the Innovations Program. This program serves children and adolescents with developmental disabilities, mental retardation, and autism. She assisted program participants when these conditions were accompanied by significant emotional or behavioral challenges that impede meaningful family, social, and community integration.

In her current role at the KATC, Ms. Kirkham will be assisting in the development of programs for use across Kentucky. She will provide direct training and technical assistance to education staff, social and community personnel, counselors, job coaches and families.

2005-2006 Kentucky Autism Training Center Budget

	KY COUNCIL POST SEC ED		GENERAL LEGISLATED FUNDS		INCOME		KDE CSPD FUNDS		Autism Institute--OHIO		Autism Internet Modules		JCPS Agreement		TOTALS	
	BUDGET	EXPENDED	BUDGET	EXPENDED	BUDGET	EXPENDED	BUDGET	EXPENDED	BUDGET	EXPENDED	BUDGET	EXPENDED	BUDGET	EXPENDED	TOTAL BUDGET	TOTAL EXPENDED
	OGBM050052		01227		Z0761		OGBM051393		OGBM060149		OGBM060162		OGBM060381			
Salary	67,995.96	89,119.74	163,173.00	135,413.84	-	5,004.61	59,178.00	59,508.83	-	-	18,620.00	19,303.97	-	-	308,966.96	267,942.46
Fringe Benefits	48,760.67	20,041.27	36,302.00	33,653.35		531.43	18,544.00	10,562.46	-	-	4,655.00	5,415.79	-	-	109,261.67	60,840.27
TOTAL Sal & F.B.	116,756.63	109,161.01	199,475.00	169,067.19	-	5,536.04	77,722.00	70,071.29	-	-	23,275.00	24,719.76	-	-	417,228.63	328,782.73
Operating Expenses	4,270.90	7,455.87	14,475.52	14,806.65	48,322.21	27,025.43	25,113.08	20,520.54	15,873.00	15,309.42	535.00	-	6,076.00	-	108,054.71	203,884.67
Travel							30,000.00	20,694.72							30,000.00	20,341.01
Equipment																
Rent	87,729.10	87,729.10					22,413.92	22,413.92							110,143.02	110,143.02
Indirect Cost							12,419.92	10,548.07	4,126.98	778.41	6,190.60	4,868.97	1,579.76		16,546.90	16,195.45
TOTAL Operations	92,000.00	95,184.97	14,475.52	14,806.65	48,322.21	27,025.43	89,946.92	74,177.25	19,999.98	16,087.83	6,725.60	4,868.97	7,655.76		264,744.63	232,151.10
Revenue						80,620.66										
TOTAL	208,756.63	204,345.98	213,950.52	183,873.84	48,322.21	32,561.47	167,668.92	144,251.10	19,999.98	16,087.83	30,000.60	29,588.73	7,655.76		681,973.26	610,708.95
Balance = Budget - Expended		4,410.65		30,076.68		15,760.74				3,912.15		411.87		7,655.76		71,264.31

Personnel –

Including the Director, personnel included permanent full-time and part-time employees plus temporary employees. Total Field Training Coordinators were 2.4 FTE positions for FY 2005/2006. Additional core staff included a Unit Business Manager, one Part-time Student worker, plus part-time Trainers were paid for during the past year.

Total \$378,557.85

(Including Fringe Benefits)

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 \$ 20,694.72

Indirect Cost –

Indirect cost (overhead) was paid on three grants.

Total \$16,195.45

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, KATC conference, honorariums, building rent, stockroom/office supplies, and vehicle rent are included in operating expenses.

Total \$172,847.01