

College of Education and Human Development
**KENTUCKY AUTISM
TRAINING CENTER**

2006 – 2007 Annual Report



AUTISM IS A COMPLEX DEVELOPMENTAL DISABILITY that typically appears during the first three years of life. 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.



Autism is the most common of the Pervasive Developmental Disorders, affecting an estimated 1 in 150 births (Centers for Disease Control Prevention, 2007). Autism is four times more prevalent in boys than girls and knows no racial, ethnic, or social boundaries. Family income, lifestyle, and educational levels do not affect the chance of autism's occurrence.

The uniqueness of each individual with autism makes the experience of raising, educating or providing services uniquely challenging. This means that families, educators and service providers must have access to research-based and practical information specific to autism. The KATC subscribes to the belief that no single program or treatment will benefit all individuals with autism.



TABLE OF CONTENTS

Executive Summary of Services 2006 – 2007.....	1
Incidence of Students with Autism in Kentucky.....	3
History of the Kentucky Autism Training Center	4
Kentucky Autism Training Center Advisory Board	5
Family-Based Training and Technical Assistance.....	7
<i>Family Consultations</i>	7
<i>Tool Box Series for Families</i>	8
<i>Promoting Positive Behavior and Functional</i> <i>Communication for Children with Autism</i>	10
<i>Family-Based Training</i>	11
<i>Family Focus Postive Behavior Support: A Pilot Project</i> . . .	12
School-Based Team Consultations and Technical Asistance Sessions	14
<i>Information Dissemination</i>	17
<i>Regional Workshops</i>	20
Fundraising Efforts	29
KATC Staff.....	30
Kentucky Autism Training Center 2006 – 2007 Major Categories	32
Kentucky Autism Training Center FY 03/04 Expense Report	33



Kentucky Autism Training Center
College of Education and Human Development

UNIVERSITY of LOUISVILLE®

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

EXECUTIVE SUMMARY OF SERVICES FOR 2006 – 2007

Family-Based Training and Technical Assistance

KATC provided thirty-eight Family Consultations. In addition, KATC delivered a “Family Tool Box Series” consisting of eight sessions. During the sessions, one hundred and sixty participants received information on practical strategies, services and supports. To address regional needs, the KATC presented at six family support group meetings to approximately one-hundred and twenty attendees.

A KATC Field Training Coordinator piloted the use of the Family-Focused Behavior Supports Model (FFPBS) with a family and their twelve-person team in Pulaski County. This consisted of monthly team meetings and two series of workshops directed at school and mental health professionals, community members and the team. Approximately one hundred and ninety-five individuals attended the two workshop series.

This year the Kentucky Autism Training Center was awarded its first grant from the WHAS Crusade for Children. The focus of this grant was to establish the project, Promoting Positive Behavior and Functional Communication for Children with Autism. The KATC has worked intensively with fifteen children with autism, conducting a total of 125 sessions of functional behavioral assessment interviews, functional analyses, and treatment sessions. Some children received these services in the home, whereas others received the services in the classroom.





School-Based Team Consultations and Technical Assistance Sessions

Kentucky Autism Training Center staff work directly with teams of professionals and parents to facilitate their development, implementation, and evaluation of educational and community-based programs for children and adolescents with autism. School systems, educational cooperatives, or individual schools can schedule workshops and application sessions. During this past year, our trainers worked with twenty-seven teams each consisting of educational personnel (e.g. special and regular educators, related service providers such as speech/language and occupational therapists, teaching assistants, psychologists) and families.

Information Dissemination and Training

KATC staff addressed approximately five hundred requests for information, resources, and services from families and professionals via in-person training and utilizing technology. Family members and professionals from across the Commonwealth share information, resources and support via the KATC Listserv and visit the KATC's web-site. The KATC provides books, videos, and videos through our Amanda L. King Resource Center to families and professionals to citizens across the Commonwealth.

In addition, the KATC presented at thirty-three events and professional development sessions across our Commonwealth during this past year. Topics addressed local concerns. Approximately eight hundred and fifty persons attended these seminars.

To reach diverse areas across the state, the KATC hosted nine regional workshops, six in the fall and three in the spring. The KATC partnered with local educational agencies and mental health providers to deliver regional workshops. Overall attendance for the regional workshops was approximately five hundred and three.

In collaboration with the Kentucky Department of Education the KATC hosted its 8th Annual Autism Institute. We were able to offer the approximately five hundred and seventy-three attendees nine different presentations from distinguished speakers from Kentucky and across the county.

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. During this past year, the KATC provided support and resources for the following graduate courses: Autism: An Introduction & Understanding, Augmentative Communication, Autism: Collaboration & Techniques and Applied Behavior Analysis.

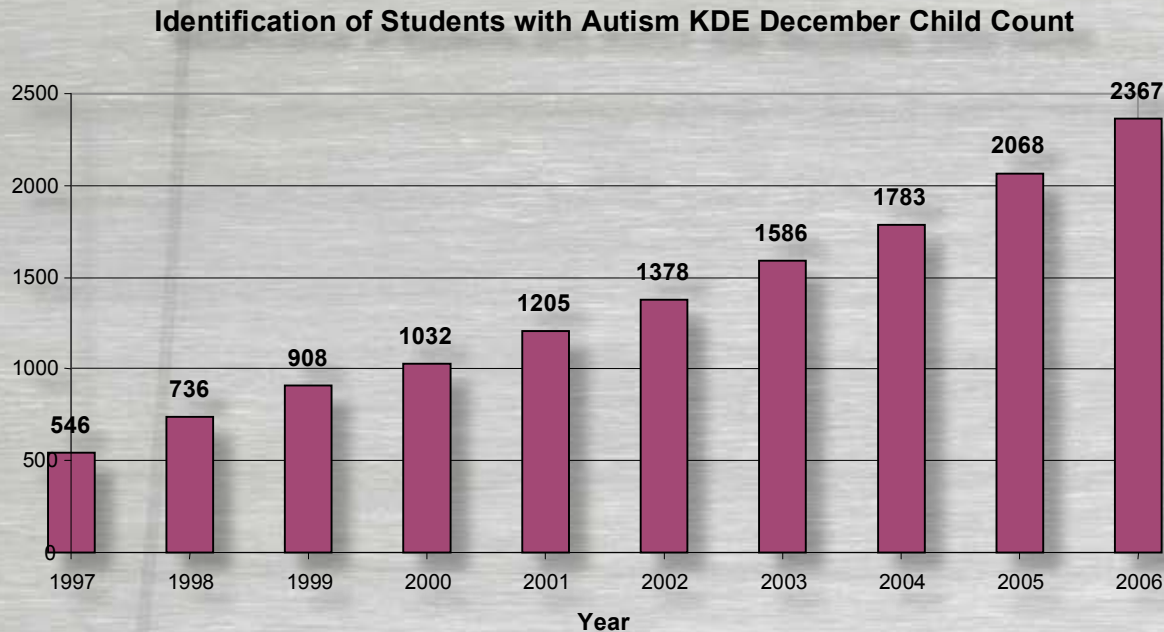


INCIDENCE OF STUDENTS WITH AUTISM IN KENTUCKY

Autism is the most common of the Pervasive Developmental Disorders, affecting an estimated 1 in 150 births (Centers for Disease Control Prevention, 2007). 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 546 children and youth identified in Kentucky as having autism. In the last KDE December Child Count (2006), the number increased to approximately 2,367 students as shown in Figure 1.

Figure 1: Identification of Students with Autism (KDE December 2006 Child Count)



“The number of individuals diagnosed with autism spectrum disorders (ASD) has grown exponentially in recent years both nationally and in the Commonwealth of Kentucky and is becoming a crisis that threatens to overwhelm public and private organizations devoted to the care and education of persons with disabilities.”

*Creating a More Secure Future for
Kentuckians with Autism Spectrum
Disorders A Recommended Plan From:
The Kentucky Commission on Autism
Spectrum Disorders*



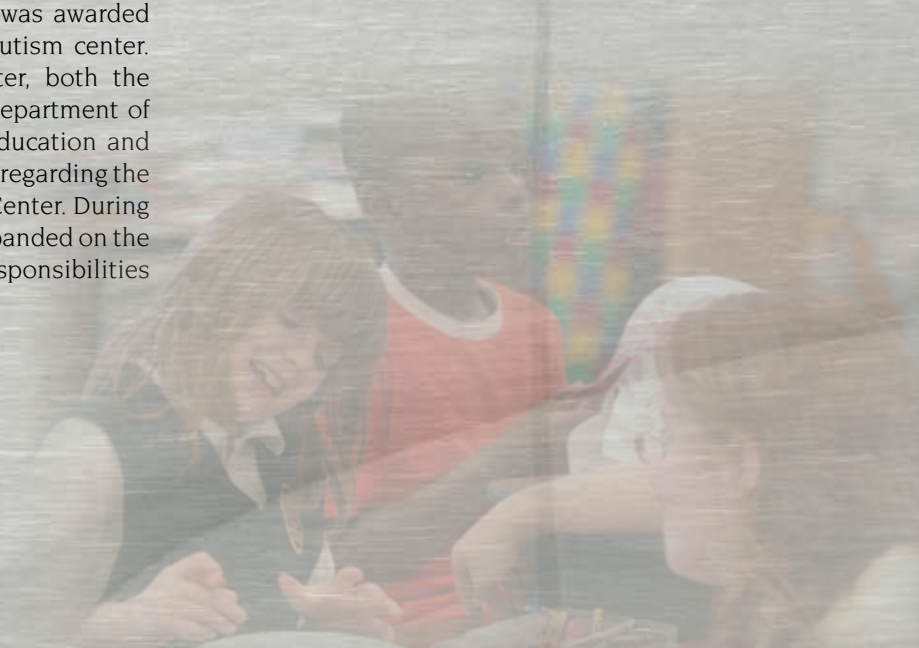
HISTORY OF THE KENTUCKY AUTISM TRAINING CENTER

The Kentucky Autism Training Center (KATC) was created when families realized the need for an autism resource center in Kentucky. Families 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 families. 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 families, 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.



KENTUCKY AUTISM TRAINING CENTER 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 families (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:

Families

Individuals who are family members of an individual with autism spectrum disorder.

Professionals

Individuals with professional experience and knowledge in regards to autism spectrum disorders, including representation from the Council on Postsecondary Education and the 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

Layperson

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



KATC Board members Cathy Durkan, Nat McKay, and Laurie Spezzano join Lt. Governor Steve Pence at "Ride On".

2006 – 2007 MEMBERSHIP OF THE KENTUCKY AUTISM TRAINING CENTER ADVISORY BOARD



Thomas Pinkstaff, M.D.
Layperson
Fayette County
Grandparent
*Faculty Member in the Department
Pediatrics at the University of Louisville
and the University of Kentucky*

Diane Cowne
Parent
Oldham County

Laurie Spezzano
Parent
Oldham County

Wendy Ann Everly
Parent
Muhlenberg County

Nat McKay
Parent
Oldham County

Cheryl Dunn
Parent
Calloway County

Barbara Lewis
Parent
Jefferson County

Anne Gregory
Parent
Jefferson County

Rita Brockmeyer
Parent
Madison County

Cathy Durkan
Parent
Hardin County

Rhonda Hedges
Professional
*Principal of the Binet School
Jefferson County Schools*

Peter Tanguay, M.D.
Professional
*Emeritus Professor of Psychiatry
Bingham Child Guidance Center
University of Louisville
Retired*

Sue Daniel
Professional
*Early Childhood Professional
Retired*

Melissa Ferrell
Professional
*Exceptional Child Consultant
Division of Curriculum Development
Kentucky Department of Education*

Carol Estes
Professional
*Program Administrator
Supported Employment
Vocational Rehabilitation*

Tricia Bronger
Professional
*Instructor
Department of Teaching and Learning
University of Louisville*

Joseph Hersh, M.D.
Professional
*Director
Weisskopf Center for the
Evaluation of Children*

Rick Hudson, Ph.D.
Professional
*Dean of Student Life and Development
Spalding University*

Linda Linville, Ph.D.
Professional
*Senior Fellow
Council on Postsecondary Education*

FAMILY-BASED TRAINING AND TECHNICAL ASSISTANCE

KATC staff members provided family-based technical assistance and consultation to families of children, youth, and adults across Kentucky. The purpose of these activities is to prepare families to become active members of their children's local educational and planning teams, promote independence and address quality of life issues. Families can directly access and utilize KATC through the following services:

Family Consultations

KATC staff members provided family members opportunities to meet with a KATC staff member to receive information, and to address general questions and concerns in a confidential manner. The KATC does not charge families for this service. During this past year, KATC staff members conducted thirty-eight individual family support sessions to families who live in the following counties:

Barren
Bath
Boyd
Breckenridge
Bullitt
Campbell
Fayette
Franklin
Grayson
Hardin

Jefferson
Laurel
Metcalf
Nelson
Oldham
Perry
Pike
Rowan
Scott





Carrie Gabbard and Emily Kirkham at a Tool Box session

Tool Box Series for Families

The goal of the Tool Box Series is to provide families and professionals with practical strategies, techniques and resources. Through this series, the KATC provided relevant information that could enhance the home, community and school life of individuals with ASD. The tool box series was held in the fall of 2006 and spring of 2007.

Approximately, one hundred and sixty individuals were in attendance at the Tool Box Sessions. Attendees resided in the following counties:

Boone	Jefferson
Boyle	Laurel
Daviess	Mercer
Franklin	Madison
Gallatin	Nelson
Grayson	Oldham
Hardin	Pulaski

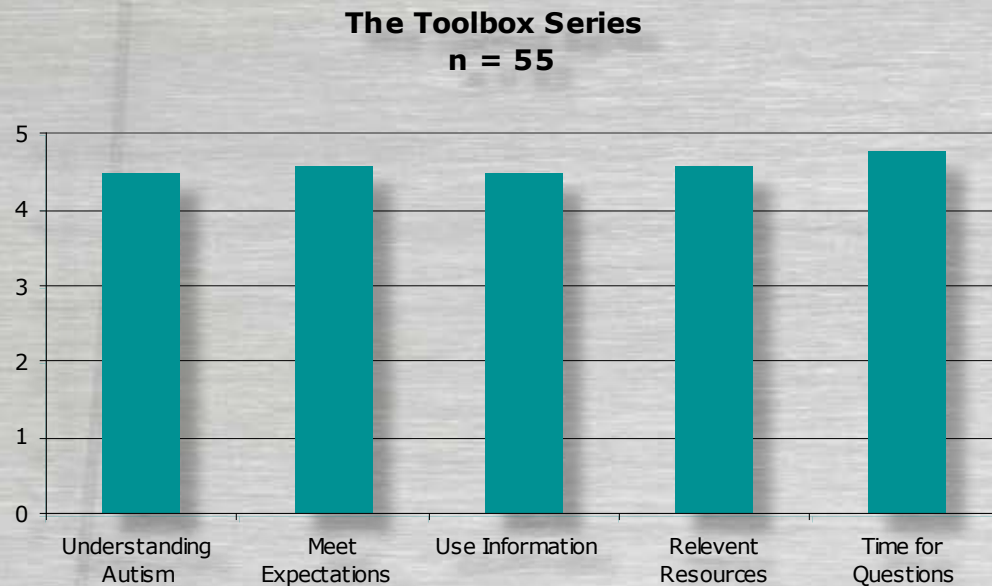
Figure 2: Tool Box Series Presentation Topics, Speakers and Dates

Presentation Topic Speaker	Date
"Understanding those Behaviors" James Adkins	September 2006
"What to do about those behaviors" James Adkins	September 2006
"Visual Supports Make/Take" Carrie Gabbard and Emily Kirkham	October 2006
"Daytime Toilet Training" Emily Kirkham	October 2006
"Social Skills and Social Stories" Carrie Gabbard	November 2006
"Exploring Assistive Technology" Carrie Gabbard	November 2006
"Community Resources, The ABC's of Behavior and Simple Strategies for the Home" Carrie Gabbard, Emily Kirkham, Home of the Innocents and STAR Program.	April 2007
"Community Resources, The ABC's of Behavior and Simple Strategies for the Home" Carrie Gabbard, Emily Kirkham, Home of the Innocents and the STAR Program	May 2007

Below is summary of evaluation data from participants of the KATC's Tool Box Series. Fifty-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" indicating 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 improve your understanding of autism?
- To what degree did the presentation meet your expectations?
- To what degree did the consultant provide useful information?
- To what degree did the consultation provide relevant resources?
- To what degree did the consultant provide allow adequate time for questions?

Figure 3: Tool Box Series Participant Evaluation Data



"The Tool Box seminar gave me hope for my son, Aaron. After the seminar I went straight to [the store] and bought materials to create a communication board for Aaron. In a world of doctors and other professionals only telling you what your child will never do; the Tool Box Seminar was definitely a ray of hope. It opened my eyes and I am now able to see my son in a different light."

*Deborah Lucas, Mother,
Jefferson County*



KATC staff receive a check from Rebecca Jackson of the WHAS Crusade for Children.



Promoting Positive Behavior and Functional Communication for Children with Autism — a project sponsored by the WHAS Crusade for Children

This year the Kentucky Autism Training Center was awarded its first grant from the WHAS Crusade for Children. The focus of this grant was to establish the project, Promoting Positive Behavior and Functional Communication for Children with Autism.

During the grant period, which began in September 2006, the children with autism we have served are between the ages of two and thirteen. The KATC has worked intensively with 15 children with autism, conducting a total of 125 sessions of functional behavioral assessment interviews, functional analyses, and treatment sessions. Some

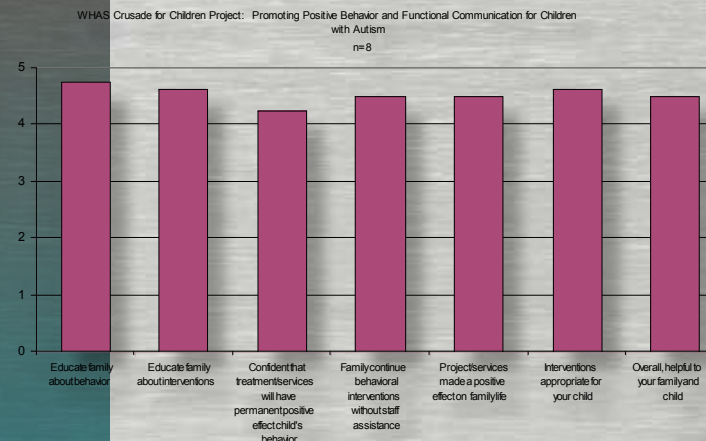
children received these services in the home, whereas others received the services in the classroom.

After a thorough assessment, each child participated in a functional communication program that taught the child to use new ways to communicate wants and needs instead of using problem behavior. For each child, there was a substantial decrease in problem behavior and an increase in functional communication from baseline through final intervention. The project was unique in that the children received the intensive training at no cost to their families. In addition, many of the families live in rural, underserved counties around the state, where services are not typically available. The hands-on training and coaching parents and teachers received taught them effective strategies they can now use in their daily interactions with their children. The post-intervention survey results indicated positive outcomes with both the parents and teachers that participated in the grant project, as detailed below in Figure 4.

Utilizing a five point scale, participants were asked to provide feedback regarding training activity, with “5” representing highest satisfaction and “1” indicating participant’s complete dissatisfaction with the activity. Questions included:

- To what degree did the services help educate your family about your child’s behavior?
- To what degree did the services help educate your family about the interventions used with your child?
- How confident are you that the treatment/services will have permanent positive effects on your child’s behavior?
- How willing is your family to continue the behavioral interventions without staff assistance?
- To what degree has the project/services made a positive effect on your family’s life?
- To what degree do you find the interventions appropriate for your child?
- Overall, to what extent do you feel the services have been helpful to your family and child?

Figure 4: WHAS Crusade for Children Project: Promoting Positive Behavior and Functional Communication for Children with Autism Evaluation Data





Emily Kirkham at a Family Training Session.

Family-Based Training

During this past year at the request of support groups across the Commonwealth, KATC staff delivered six workshops to the following family-based organizations in Danville, London and Floyd County area to approximately one-hundred and twenty attendees. Topics included:

- Curriculum Modifications
- Educational Issues
- Hidden Curriculum and Social Understanding
- Sibling/Family Issues

If the KATC cannot speak on a requested topic, then the KATC will work with a group to identify potential speakers. Currently, the KATC does not address medical issues.



"KATC offered a several workshops in our area over the past several years that were excellent. There was a wide variety of topics offered that were beneficial to families, teachers, therapists, etc. It was wonderful to be able to have such a valuable resource right here in my hometown and not have to travel several hours to and from the sessions. Our support group and the many folks that teach or assist our children have greatly benefitted from all the programming that KATC has provided both locally and in the state."

Melissa Caudill, Boyle County

Family Focus Positive Behavior Support: A Pilot Project

The Kentucky Autism Training Center developed a pilot project modeled after the Family Focus Positive Behavior Supports (FFPBS) model used by Marshall University. A KATC field training coordinator delivered services associated with the FFPBS model to the team of thirteen year old Adam Price and his parents, Tim and Julie. The Price family lives in Pulaski County. Adam was selected for the pilot FFPBS project because of his aggressive and potentially dangerous behaviors. Adam did not have meaningful or functional communication for most of his needs, though he does know some limited sign language.

Person-Centered Planning (PCP)

The FFPBS process began with the family/person centered meeting with the family in their home to utilize a tool called “The Family Frames”. The purpose of this tool is to learn more about the family.

The next step, Planning Alternative Tomorrows with Hope (P.A.T.H). involved the team meeting to identify supports for the family and child. The P.A.T.H. is a path or road map to success. Here began optimistic views of the dream Adam may have as described by the people who care for his vision of life.



schedules and training needs the series was delivered twice. The content of the training series included: understanding autism, ABA and human behavior, functional behavior assessment process, Positive Behavior Support, teaching and learning style adaptations, social skills and understanding considerations, and development of a comprehensive Positive Behavior Support Plan.

This training series delivered in conjunction with Adam's monthly small team meetings gave team members an opportunity to apply knowledge gained in the lecture series and discuss program development for Adam.

On the next page is a summary of evaluation data from participants of the KATC's Tool Box Series. Fifty-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” indicating participant's complete

Formal Lectures and Small Team Meetings

The training process for the immediate family, team, school and mental health professionals and community members consisted of a workshop series in Pulaski County. To accommodate

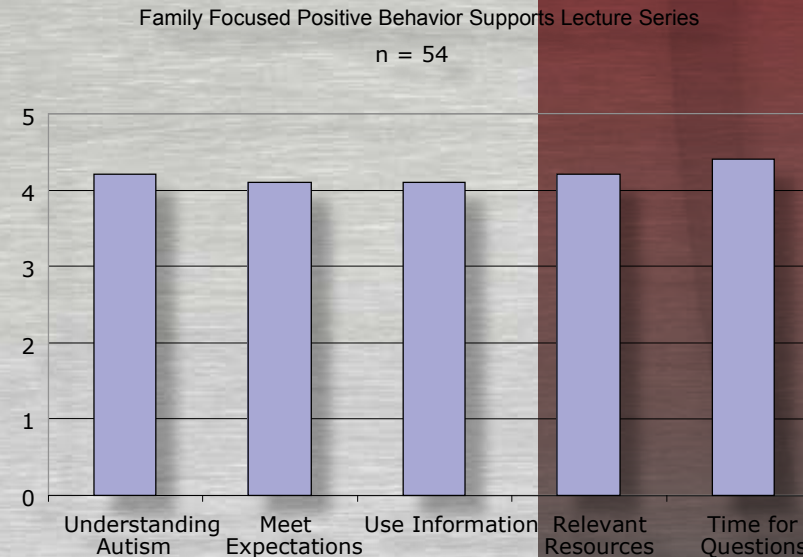


dissatisfaction with the activity, as well as several open-ended questions. Sample questions are as follows:

- To what degree did the presentation improve your understanding of autism?
- To what degree did the presentation meet your expectations?
- To what degree did the consultant provide useful information?
- To what degree did the consultation provide relevant resources?
- To what degree did the consultant provide allow adequate time for questions?



Figure 5: Family Focused Positive Behavior Supports Lecture Series Evaluation Data



"Not only has Adam's quality of life really improved but the quality of life for us as a family is much, much better..."

Julie Price, Adam's Mother

"I especially liked meeting with all the stakeholders on a regular basis. Adam has improved a great deal and I attribute it to the suggestions and follow through with ideas from his team members."

*Shelly Hargis, Vice Principal
Northern Middle School*

SCHOOL-BASED TEAM CONSULTATIONS AND TECHNICAL ASSISTANCE SESSIONS

Staff members of the Kentucky Autism Training Center worked with teams of professionals and families to facilitate the development, implementation, and evaluation of educational and community-based programs for students with autism. Based on feedback from educators the KATC has developed three service models to meet the needs of school districts seeking consultation and training. Below are brief outlines of these service models:

Comprehensive Team Consultation

The goals of a Comprehensive Team Consultation are to provide local educational teams with tools, strategies, and specialized skills needed to build a school environment that meets the unique learning needs of students with autism, and to promote a student's access to the Core Curriculum.

Classroom Consultation

The goals of a Classroom Consultation are provide a classroom teacher with the tools, strategies, and specialized skills needed to build a classroom environment that meets the unique learning needs of students with autism and promote access to the Core Curriculum.

Focused Consultation

The goal of a Focused Consultation is to assist a local educational team or professional in implementing a focused skill, or strategy (e.g. completing a functional behavior analysis, incorporating communication systems, and implementing visual supports).

During this past year KATC staff conducted approximately ninety school based consultations, technical assistance and training activities in the following local educational agencies:

Bardstown Independent Schools
Boone County Schools
Bowling Green Independent Schools
Boyle County Schools
Corbin Independent Schools
Green County Schools
Hancock County Schools
Hardin County Schools
Jefferson County Schools
Madison County Schools
Meade County Schools
Russellville Independent Schools
Taylor County Schools
Warren County Schools

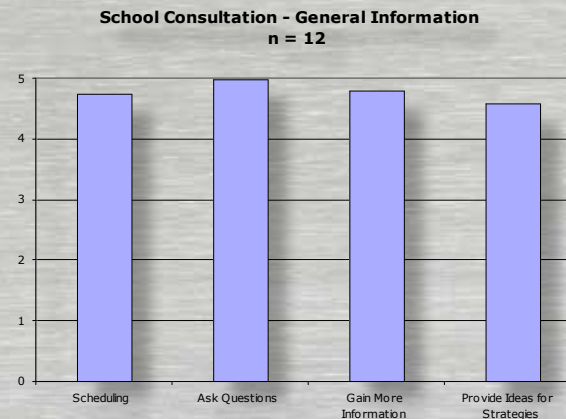


Quarterly evaluations are sent to the team leader at the school as well as the families/guardians of each educational team and we ask that they be completed and mailed back to the KATC. We are striving to continually evolve and improve upon the school consultation model and are eager to incorporate suggestions from team members (including families) in the evolution of our school-based services.

Below is summary of evaluation data from participants in 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" indicating 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?

Figure 6: School Consultation Evaluation Data



100% of respondents indicated they had a better understanding of the student after the school consultation process.

“A great resource for teachers and parents.”

– Teacher

“Through the consultation I came to realize the importance of scheduling and communication strategies with my student.”

– Teacher

“I found the most helpful aspects of the school consultation to be the hands-on approach to working with the student, the flexibility of the consultant and the availability of the resources.”

– Teacher

“I only wish work with my son had started earlier.”

– Parent

I could be more productive as a teacher; more direct in my teaching. My student with autism could be more productive.”

– Teacher

In an effort to collect specific data relevant to the school based technical assistance and training that were provided to the team, the figure below represents the questions; “To what degree did the consultation prepare the team to implement the strategies” and “To what degree did the consultation impact the student’s acquisition of the strategies” in the areas of Social Skills, Visual Supports, Academic Skills, Communication Skills and Implementing Toilet Training Skills.

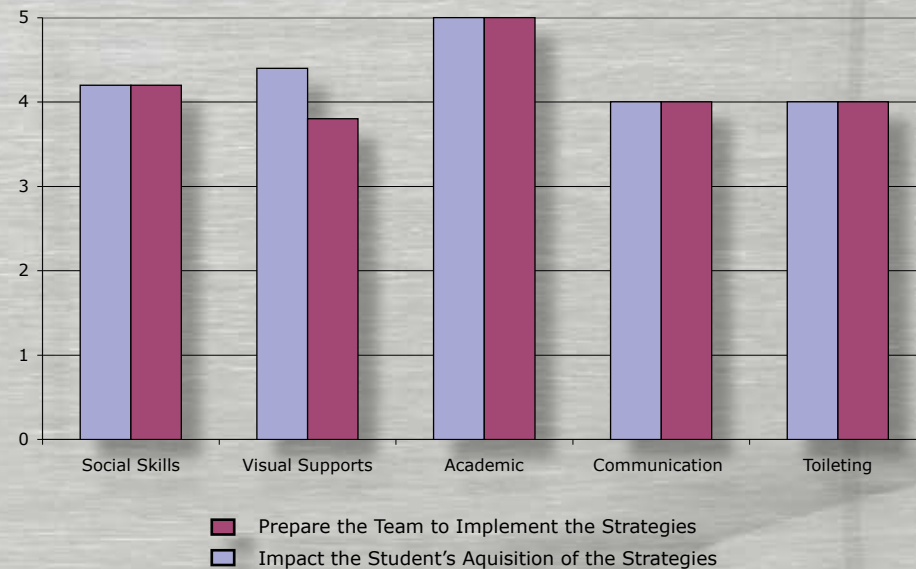
At the end of the 2006-2007 school years, twenty-seven teams had received school consultation services from eight districts across Kentucky.

Three classroom consultations were completed in a county in Kentucky. These classrooms were labeled autism units and were comprised of at least ten students with autism.

There were two students on a waiting list to receive services.

Figure 7: School Consultation - Target Areas Evaluation Data

School Consultation - Priority Areas Targeted n = 12

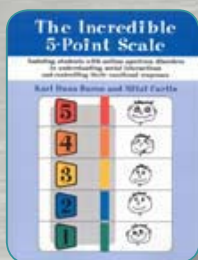


Information Dissemination

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

Amanda L. King Resource Center

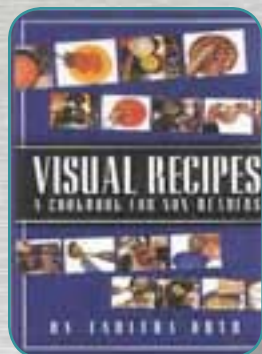
The Amanda L. King Resource Center is located in the Kentucky Autism Training Center offices at 911 S. Brook Street. The resource center is a collection of materials pertaining to autism spectrum disorders, special education, health and employment issues available for checkout to families and professionals across the state of Kentucky. In the past year 189 additional titles have been added to the collection.



Using the Resource Center Request Form, patrons list the titles they are interested in checking out. If patrons are unsure of a specific title but are interested in particular topic, they can contact KATC staff for suggested materials. Patrons mail the completed form to the KATC. Once their form is received we will mail the requested

materials to the patron. There is currently no charge to use the services of the resource center.

The year KATC staff addressed approximately five hundred requests for materials through the Amanda L. King Resource Center.

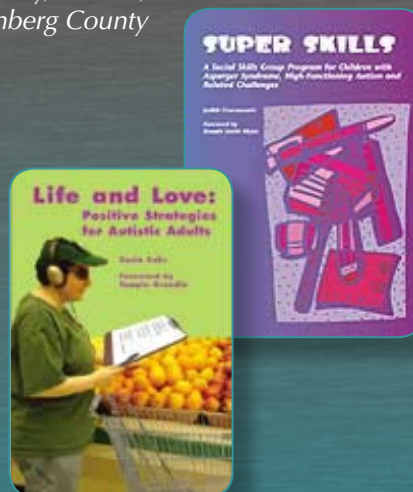


“The KATC Resource library has been a great resource for our family, it’s so easy to check items out and return them and we live 2.5 hours away. If there is a resource we needed that wasn’t available right away, someone there would suggest other material which led us to other sources... We have just loved using this service.”

– Angela Parman, Mother, Laurel County

“Living in an area that has extremely limited access to resources forces a parent to search elsewhere for educational information on Autism. We have found a valuable resource in the Amanda King Resource Library at the KATC. We have quick and easy access to books and videos that are impossible to get in our area, and can receive them via the mail. This service has been an exceptional tool in educating ourselves to better help our son with Autism.”

– Wendy Everly, Mother, Muhlenberg County



“As a parent, one of the first, and most important things you can do after your child has been diagnosed is learn as much as you can about the disability. The more information you have, the more empowered you will become in seeking and obtaining the appropriate interventions for your child. The KATC Amanda King Resource Center offers families access to a large array of both current and past publications/videos that may not be readily available in their area.”

– Nat McKay, Mother, Oldham County

“The resource center at Kentucky Autism Training Center is the most significant source of current, practical, and useful information available locally to families like mine. The KATC center is a crucial resource because it enables parents to access materials that go beyond the basic information about autism that one finds in books at the public center. In fact, many of the systems and techniques we use at home that have been successful with our son have been gleaned from resource center materials.”

– Suzanne De Gregorio, Mother, Jefferson County



Newsletter

The KATC distributes 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 Resource and 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.

KATC LISTSERV

Individuals from across the Commonwealth are also 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 2007, the KATC listserv has approximately five hundred members.

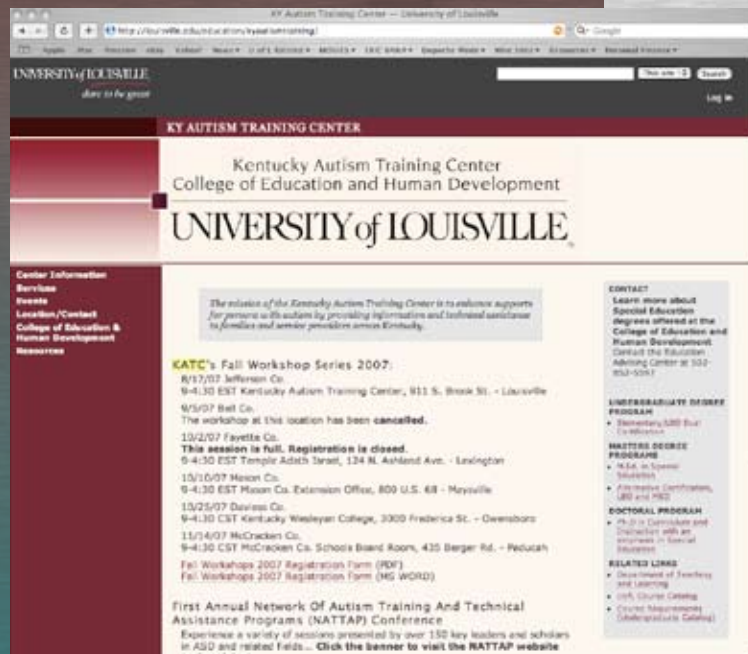
Web-Site

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

Professional Development Sessions

KATC staff members conducted professional development workshops on autism spectrum disorders and effective strategies for families and professionals at 34 local, regional, state and national conferences for the organizations listed below:

Adanta
 Autism Awareness Carnival
 Binet School Information Fair
 Christian Care Communities
 Crestwood Baptist Church Special Needs Community Fair
 Department of Mental Health and Mental Retardation
 Dreams with Wings
 Early Childhood Conference
 Eliahu Academy
 Four Rivers Behavioral Health
 Interdisciplinary Human Development Institute, University of Kentucky
 Jefferson Community College
 Kentucky Department of Education's Behavior Institute
 Kentuckiana Council for Psychiatric Nurses
 Kentucky Ambulance Providers Association
 Kentucky Valley Educational Cooperative
 Local Youth Group Leaders
 Madison County Public Schools
 Council on Exceptional Children
 University of Louisville, College of Education and Human Development, Graduate Classes
 Simpson County Regional Training Center Symposium
 Upper Cumberland Educational Cooperative
 Western Kentucky Provider Alliance
 Wilderness Trail Special Education Cooperative



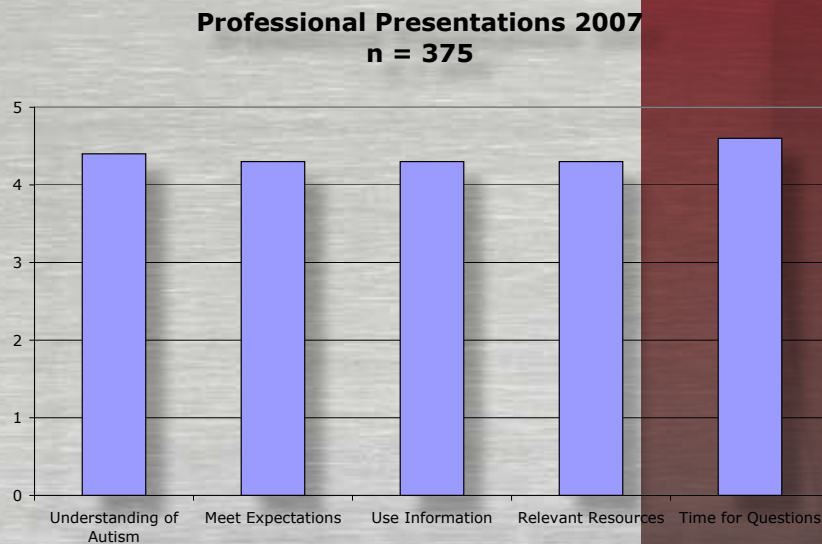
Topics discussed included:

Autism and Principles of Behavior
 Addressing Challenging Behaviors and Adolescent Issues
 Autism and Asperger's Common Educational Strategies
 Autism Awareness
 Autism Boot Camp
 Autism Resources
 Curriculum Modifications
 Picture-Based Communication Systems
 Positive Behavioral Supports Series (Four Parts)
 Visual Supports
 What is Autism?

Below is summary of evaluation data from participants of the KATC's Professional Development Sessions. There were 375 completed evaluations. Utilizing a five point scale, participants were asked to provide feedback regarding training activity, with "5" representing highest satisfaction and "1" indicating 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 improve your understanding of autism?
- To what degree did the presentation meet your expectations?
- To what degree did the consultant provide useful information?
- To what degree did the consultation provide relevant resources?
- To what degree did the consultant provide allow adequate time for questions?

Figure 8: 2006-2007 Professional Development Sessions Evaluation Data



"The presenter provided us with information, resources, and great ideas that I can take back to school and implement immediately. I also learned some very good communication techniques that I can go home and use with my 6 year old son that has Asperger's Syndrome."

“I have gained a deeper understanding of every action having or being a function that is meaningful to a person with Autism.”



“I have more tools to use with working with individuals with autism and have a better understanding of the issues related to autism.”

“The presenter made me see the possibilities of educating my students with autism in the regular classroom, I feel empowered.”

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 nine regional workshops around Kentucky. Five hundred and three professionals, paraprofessionals/instructional assistants, family members and full time students from sixty counties in Kentucky, and two counties in Indiana were in attendance. Participants attending the Regional Workshops resided in the following counties:

Anderson	Clinton	Knott	Oldham
Barren	Daviess	Laurel	Owen
Bell	Elliott	Lawrence	Pendleton
Boone	Floyd	Letcher	Perry
Boyd	Franklin	Lewis	Pike
Boyle	Grant	Madison	Pulaski
Bracken	Graves	Magoffin	Robertson
Breckenridge	Greenup	Marshall	Rockcastle
Butler	Hardin	McCracken	Rowan
Calloway	Hart	Meade	Scott
Campbell	Henry	Mercer	Shelby
Carroll	Hopkins	Muhlenberg	Spencer
Carter	Jackson	Nelson	Warren
Christian	Jefferson	Ohio	Webster
Clark (IN)	Kenton	Ohio (IN)	Whitley



Emily Kirkham provides hands-on training.

Below is summary of evaluation data from participants of the KATC's Regional Workshops. Five hundred participants completed evaluations. Utilizing a five point scale, participants were asked to provide feedback regarding training activity, with "5" representing highest satisfaction and "1" indicating participant's complete dissatisfaction with the activity, as well as several open-ended questions. Sample questions are as follows:

- To what degree did the work meet your expectations?
- To what degree did the work improve your understanding of autism?
- To what degree will you be able to apply the information at the workshops?
- To what degree will the information impact your work with individuals with Autism Spectrum?
- To what degree will you share this information with other families and professionals?
- To what degree did it motivate you to learn more about autism?

**Figure 9: Evaluation Data 2006-2007 Regional Workshops Evaluation Data
n=525 (Participants had the opportunity to attend morning and afternoon sessions)**

	Location	Presentation Title	Speaker(s)	Meet Expectations	Increase Understanding	Apply Information	Impact Work	Share Info	Motivated to Learn
September 19-20	Jenny Wiley State Park Floyd County	Simple Strategies for the Home	Emily Kirkham Carrie Gabbard	4.6	4.6	4.0	4.6	4.6	5.0
		Autism Boot Camp	Emily Kirkham Carrie Gabbard	4.4	4.4	4.4	4.4	4.6	4.7
		Early Childhood Picture Based Communication Systems	Emily Kirkham	4.7	4.7	4.6	4.7	4.8	4.6
		Visual Supports and Curriculum Modifications	Carrie Gabbard	4.5	4.4	4.6	4.5	4.6	4.6
		Peer and Social Issues and Sexuality	Kari Huber	3.8	4	4.1	4.2	4.3	4.3
October 10	Spectrum Building Jefferson County	Autism and Asperger's Disorder	Dr. Peter Tanguay	4.2	4.7	3.8	3.8	4.1	4.5
October 11-12	Ralph Rush Professional Development Center Boone County	High Functioning Autism and Asperger's	Dr. Brenda Smith-Myles	4.8	4.8	4.8	4.8	4.9	4.9
		Strategies for Young Learners with ASD	Emily Kirkham Carrie Gabbard	4.6	4.5	4.5	4.5	4.8	4.9
October 25-26	Lake Barkley State Park Trigg County	Comprehensive Autism Planning System	Katie Carnazzo	4	4.1	4.1	4.2	4.4	4.7
		Behavioral Supports for Individuals with ASD	James Adkins	4.5	4.3	4.6	4.7	4.6	4.9

"I love examples and stuff I can actually put into use rather than talking theory."

“The content was meaningful and explained well. They also offered great advice for accomplishing goals.”

“I learned a lot to take back to the classroom.”

“It will help me to more effectively work to increase communication between stakeholders.”

Figure 9: Evaluation Data 2006-2007 Regional Workshops Evaluation Data
n=525 (Participants had the opportunity to attend morning and afternoon sessions)

November 7	Spectrum Building Jefferson County	Family Session: Strategies and Techniques for the Home	Carrie Gabbard	5	5	5	5	5	5
		Sensory Issues and Autism	Anglea Lilly Emily Kirkham	4.3	4.5	4.5	4.5	4.7	4.8
		Promoting Communication and Social Skills	Brenda McMillian, M.S. CCC-SLP	3.7	4.0	3.9	3.9	4	4.3
		Behavioral Supports for Individuals with ASD	James Adkins	3.9	3.9	4.2	3.9	4.4	4.5
		To Pee or Not to Pee	Dr. Lisa Kemmerer	4.5	4	5	4.8	5	4.8
		Adolescent and Adult Issues: Sexuality and ASD	James Adkins	4.2	4	4.1	3.8	4.2	4.5
November 16	E-Town Community & Technical College Hardin County	Increasing Functional Communication	Dr. Lisa Kemmerer	4.1	3.5	4.1	4.1	4.7	4.6
		Adolescent and Adult Issues : Sexuality and ASD	James Adkins	4.4	3.8	4.0	4.2	5.0	4.6
		Behavioral Supports for Individuals with ASD	James Adkins	4.4	4.1	4.2	4.5	4.8	4.7
March 15	Laurel County Library	“Autism Boot Camp”	Emily Kirkham Carrie Gabbard	4.7	4.7	4.6	4.7	4.9	4.9
March 22	Convention Center Inn Muhlenburg County	“Autism Boot Camp”	Katie Carnazzo Emily Kirkham	4.4	4.6	4.3	4.5	4.6	4.8
March 23	Bellefonte Centre Greenup County	“Social Supports for Individuals with Autism Spectrum Disorders”	James Adkins	4.4	4.6	4.3	4.5	4.6	4.8

“Brought my awareness of the issues of autism to a higher level.”

The Kentucky Autism Training Center would like to thank the following for their collaborative efforts and support towards making the Regional Workshop Series:

Big East Special Education Cooperative
Cathy Durkan, KATC Advisory Board
Dennis Tharpe, Elizabethtown Community and Technical College
Jenny Wiley State Resort Park Staff
Karen Snelling, Boone County Schools
Karl Feltman and Debbie Southworth, Ralph Rush Professional Development Center in Boone County
Kentucky Special Education Cooperatives
Lake Barkley State Resort Park and Staff
Laurel County Public Library
Local Autism Support Groups
Local Educational Agencies
Northern Kentucky Special Education Cooperative
Our Lady of Bellefonte Hospital/Pediatric Rehabilitation
Sharon Moore, Pike County Schools
Wendy Ann Everly, KATC Advisory Board
West Kentucky Special Education Cooperative



KATC's Katie Carnazzo and James Adkins at Lake Barkley State Resort and Park.



Bill Rigney and Kari Huber, Kentucky Valley Educational Cooperative.

Autism Institute 2007

“Putting the pieces together through collaboration” is a constant theme at the Kentucky Autism Training Center. Promoting the spirit of collaboration, Larry Taylor, Director of the Division of Exceptional Children Services with the Kentucky Department of Education (KDE) presided over the opening ceremony at the 8th Annual Autism Institute. Mr. Taylor delivered an inspirational message to professionals and parents; he spoke of his own experiences as a professional in the field of education and where he hopes educational services are moving. In addition, Mr. Taylor outlined the collaborative relationship and efforts between the KDE and KATC—such as the Annual Autism Institute.

Due to this collaborative effort, we were able to offer the approximately 573 attendees nine different presentations from distinguished speakers from Kentucky and across the county.

The following professional organizations were represented at the Autism Institute 2007:

AD Quest ELC
Bethel College
Bluegrass Impact South
Boys Haven
Brooklawn
CAKY of Somerset
Center for Accessible Living
Community Choices
Department of Mental Health and Mental Retardation
First Steps of Indiana
First Steps of Kentucky
Kelly Autism Program Western Kentucky University
Kentucky Department of Vocational Rehabilitation
Kentucky Valley Education Cooperative
Lifeskills
North Key Community Services
Phoenix Preferred Care
Reach of Louisville
Spalding University
State Advisory Panel for Exceptional Children,
Kentucky Department of Education
University of Louisville
Campus Police Department
College of Education and Human Development
Kent School of Social Work

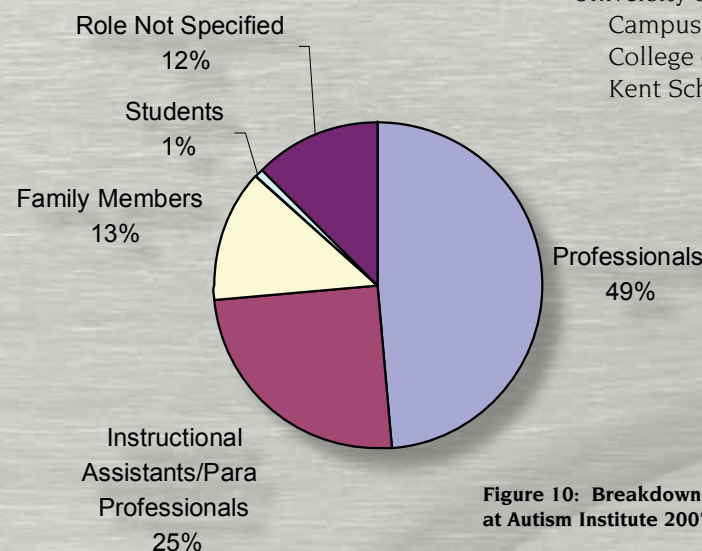


Figure 10: Breakdown of Attendees at Autism Institute 2007

Listed below are the counties in Kentucky that were represented at the Autism Institute 2007:

Adair	Hopkins
Allen	Jefferson
Barren	Kenton
Bourbon	Laurel
Boyd	Lawrence
Boyle	Lincoln
Bullitt	Lincoln
Butler	Madison
Calloway	Marshall
Campbell	McCracken
Casey	Meade
Christian	Mercer
Edmonson	Morgan
Elliott	Muhlenberg
Estill	Nelson
Fayette	Oldham
Floyd	Owen
Franklin	Perry
Gallatin	Pulaski
Grant	Rowan
Graves	Scott
Grayson	Shelby
Green	Simpson
Greenup	Spencer
Hancock	Taylor
Hardin	Union
Harlan	Union
Harrison	Warren
Hart	Webster
Henry	Whitley



KATC staff and Kristi Saki (presenter)



Larry Taylor, Director of Exceptional Child Evaluation, Kentucky Department of Education.



Answering the question...Do you plan to attend next year's Autism Institute?

70% Said Yes

11% Said No

19% Undecided or did not answer



Answering the question...What specific strategy did you find most useful at Autism Institute 2007?

"AAC, I have had limited experience so I got a lot of really good information that I will implement in the new school year."

"Dr. Cafiero's session was great! Lots of ideas, good blend of theory and practice."

"Incorporating sensory integration issues, use of visual supports, grading tasks as interventions. All of the information presented was invaluable!"

"The correct way to collect data."

The KATC's Autism Institute is gaining regional recognition. Attendees also hailed from the surrounding states of Alabama, Tennessee, Indiana and Ohio.

Below is summary of evaluation data from attendees from Autism Institute 2007. 993 evaluations were completed. Utilizing a five point scale, participants were asked to provide feedback regarding training activity, with "5" representing highest satisfaction and "1" indicating participant's complete dissatisfaction with the activity, as well as several open-ended questions. Sample questions are as follows:

- To what degree did the session enable me to achieve the learning objectives?
- To what degree will I be able to apply the knowledge and/or skills gained from this session?
- To what degree did the session contribute to my professional/personal growth?
- To what degree were materials and resources helpful and was I motivated to seek additional information?

Figure 11: Feedback on Sessions at Autism Institute 2007 Evaluation Data N=993

Session Title and Speaker	Achieve Learning Objectives	Apply Knowledge	Contribute to Professional Growth	Appropriate Session Materials
How to Create a Para Pro Dream Team Diane Twatchman Cullen Ph.D., CCC-SLP n=141	4.1	4.3	4.3	4.1
First, Know Thyself Kristi Sakai n=137	4.1	4.1	4.2	4.0
Autism and Augmentative Communication Joanne Cafiero Ph.D. n=75	4.6	4.7	4.7	4.7
Building Social Relationships Scott Bellini, Ph.D. HHSP n=236	4.6	4.6	4.6	4.6
Data Collection Boot Camp Lisa Kemmerer, Ph.D. Amy Lingo, Ph.D. n=23	4.3	4.2	4.2	4.3
The Importance of Sensory Processing Scott Tomchek, Ph.D. n=166	4.2	4.2	4.2	4.2
Weathering Employment Dave Hamrick, M.S. Lindsay Nebeker, B.A. n=41	4.7	4.7	4.8	4.7
Sensory Strategies and Supports Angie Lilly, OTR/L n=161	4.4	4.4	4.4	4.4
The Significance of Employment Milton Tyree n=13	4.8	4.8	4.8	4.8

Kentucky Autism Supports and Provider Expo

To assist in development of services and supports for individuals with autism and their families, the KATC hosted the 3rd Annual Kentucky Autism Services and Supports Expo during Autism Institute 2007. Participants included:

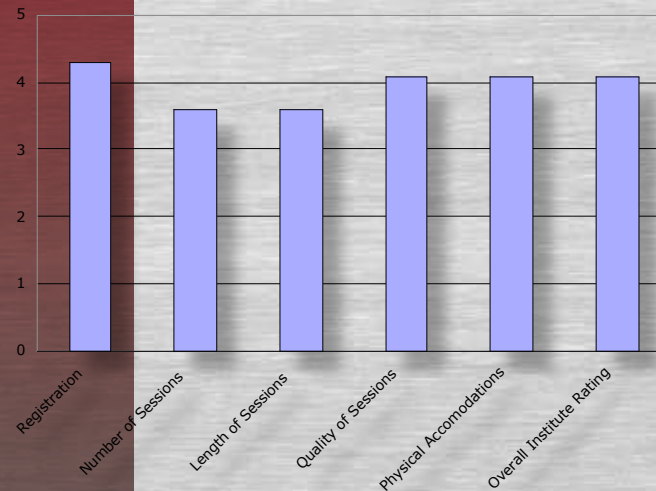
Autism Society of Kentuckiana
 Bev Harp, Graduate Student, University of Kentucky
 Blessing Unleashed Foundation
 Broader Horizons Counseling/Horse Power
 Camelot
 Carriage House Educational Services and Preschool
 Center for Accessible Living
 Cerebral Palsy K.I.D.S. Center
 College Internship Program
 Department of Mental Health and
 Mental Retardation Services
 Edelson and Associates
 EF Foundation for Foreign Study
 FEAT of Louisville
 Home of the Innocents - Autism Services
 Human Development Institute - University of Kentucky
 Kelly Autism Program
 Kentucky Council on Developmental Disabilities
 Kid Power, Inc.
 Kentucky Awareness License Plates
 Kentucky Partnership for Families and Children, Inc.
 Laquetta's Shaklee (Energize My Life)
 Learning Disabilities Association of Kentucky
 Mathis and Wempe Sensory Learning
 Music for Life: Music Therapy and
 Music Education Services
 Parent Outreach/Council on Mental Retardation
 Silver Circles, Inc
 Social Skills for Kids and My Turn for Kids
 Square One, LLC

The Kentucky Assistive Technology Loan Corp.
 The Kentucky Resource Market
 The Spectrum Institute
 Therapeutic Collaborative
 University of Kentucky
 Unlimited Learning, PLLC - Neurodevelopment
 Treatment Center
 Vivian Lasley, First Steps Provider
 Voth Consulting - Relationship
 Development Intervention
 Waddell and Reed
 Western Kentucky Assistive Technology Center



KATC staff with keynote
 speaker, Jordan Blackwell

**Autism Institute 2007 Evaluation
n = 177**



**Figure 12: Overall Evaluation of Autism Institute 2007
Evaluation Data**

Below is summary of evaluation data from participants in the overall evaluation of Autism Institute 2007. One hundred and seventy-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" indicating participant's complete dissatisfaction with the activity, as well as several open-ended questions. Sample questions are as follows:

- What was your overall satisfaction with registration?
- What was your overall satisfaction with number of sessions?
- What was your overall satisfaction with length of sessions?
- What was your overall satisfaction with quality of sessions?
- What was your overall satisfaction with physical accommodations?
- What was your overall satisfaction with the institute rating?



Speakers David Hamerick and Lindsey Nebecker

"I liked all of the tangible examples."

"How to work with paraprofessionals to create a unified and cohesive team."

"Real life experiences shared by Dave Hamrick and Lindsey Nebecker."

"Scott Bellini's session was terrific. I will use several of his strategies to address social skills."

"First time attending and everything was very interesting. A lot of valuable information."

"That we cannot assume students in the middle school know social skills. We need to teach them the social skills."

FUNDRAISING EFFORTS

Funraiser at the Comedy Caravan

During Autism Institute 2007, KATC staff hosted a FUNraiser at the Comedy Caravan in Louisville, KY. Approximately, 65 people attended the evening of laughs to support the services offered by the KATC.



Lieutenant Governor Steve Pence Leads "Ride On" Benefit for the KATC

The motorcycle ride titled "Ride On," is the first of its kind in Kentucky. Lieutenant Governor Steve Pence joined other avid motorcyclists to raise awareness about autism. Motorcyclists met at the Bluegrass Harley Davidson motorcycle location in Louisville and rode to Sparta, where they completed a lap at the Kentucky Speedway. The riders returned to Louisville for a celebration at the Brown Forman Amphitheater at Waterfront Park.

While at the RIDE ON after party, attendees "rocked on" to the tunes of Tim Krekel & TKO, a local favorite. Children chased bubbles from the "Bubble Truck". Delicious food and beverages were available from Uncle Smileys, Junie Jays, Struggle Buggy and Sivori Catering.

A special thanks to local businesses that donated raffle items to the RIDE ON event:

Actor's Theatre of Louisville
Bluegrass Harley Davidson
Bourbons Bistro
Churchill Downs
Jack Frys
Lavana Shurtliff Jewelry
Leatherhead
Melting Pot
Soraia & Friends Inc.
Stein Mart
Swanson Reed Gallery
Texas Road House
The Summit
Toddy's Liquors in Bardstown, KY
Tumbleweed
Wild and Woolly Video
Wilson Art Works, LLC



"The need for more awareness, more research, and more treatment resources for autism will continue to grow as long as the number of cases being diagnosed increase," said Lt. Governor Pence. "I am honored to take part in an event that will encourage more Kentuckians to take notice of this disease."

– Kentucky Lieutenant Governor
Steve Pence



KATC Board Member Dr. Tanguay and Margaret take a whirl at Ride On.

KATC STAFF

James Adkins M.A., Field Training Coordinator

James Adkins has a Masters of Arts in Community/Agency counseling from Marshall University. James has been employed in the field of supporting people with developmental disabilities and mental health needs since 1995. He has worked with all ages and disabilities serving as clinical leader, service coordinator, QMRP, social worker, behavior support specialist and advocacy at some point during this time. Currently James provides educational based services to persons with, families of, and professionals who support persons with Autism. James' specialization is in Positive Behavior Support with the adult population and desires to nurture the practice to all who would benefit.

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 15 years in various roles. Ms. Carnazzo did her graduate work at Juniper Gardens Children's Project in Kansas City, KS, designing and implementing 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. She was an Iterant Teacher in the Lawrence Public Schools working in elementary schools with students with autism. In her current role at the KATC, Ms. Carnazzo provides direct training and technical assistance to education staff, social and community personnel, counselors, job coaches and families. Ms. Carnazzo also coordinates the KATC's school-based technical assistance activities.

James Adkins, Katie Carnazzo, Rebecca Grau, Tonja Criag, Dr. Lisa Kemmer (CEHD), Carrie Gabbard, Dr. Amy Lingo (CEHD), Kirsten Fraey, Dr. Karen Karp (Chair, Teaching and Learning, CEHD), Dr. Robert Felner Dean, CEHD) and Emily Kirkham.



Tonja Craig, Unit Business Manager

Tonja has been with the University of Louisville since 1999. Previously Tonja worked in the business offices of the Obstetrics and Gynecology department, and School of Business. She joined the Kentucky Autism Training Center as a Unit Business Manager where she oversees the business operations of the Center. Her expertise includes preparing and analyzing the Center's budget for both internal University use and for the Center's Board Members and administering the Center's grants. Additionally, she is the liaison to other University business units.

Kristen Fraey, Program Coordinator

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. She facilitates quarterly billing for KATC Services. 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.

Carrie Gabbard M.Ed., Field Training Coordinator

Carrie Gabbard taught in a self-contained MD classroom for the Jefferson County Public School System in Louisville, KY. She has a Masters degree in Education from Bellarmine University, with an endorsement in Learning and Behavior disorders. During her years as a classroom teacher, she worked primarily with children with autism for whom she developed language acquisition, communication, social skills, and academic programs to help insure her students' success at school and home. In 2004, she was named Jefferson County Public Schools Exceptional Child Education Teacher of the Year.



Carrie Gabbard, Rebecca Grau, Emily Kirkham, Tonja Craig, Katie Carnazzo, James Adkins and Kristen Frarey.

In her role at the KATC, Ms. Gabbard develops and implements programs for families and educators throughout Kentucky. She provides hands on and small group trainings to families, school employees and community resource personnel. Ms. Gabbard has also taken on the responsibility of maintaining the KATC resource library. In addition, Ms. Gabbard teaches classes at the University of Louisville as a part-time instructor in the field of Autism. Classes include; Autism: An Introduction and Understanding, Augmentative Communication and Autism: Collaboration and Techniques.

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 the Center's administrative responsibilities and is working to increase collaboration among families and professionals to develop an efficacious system of care for individuals with autism and their families across the Commonwealth.

Emily Kirkham, B.S., Field Training Coordinator

Emily Kirkham graduated from the University of Louisville with a Bachelors degree in Sociology. She has worked with children with Autism for six 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 assists in the development of programs for use across Kentucky. She provides direct training and technical assistance to education staff, social and community personnel, counselors, job coaches and families.

2006-2007 KATC BUDGET MAJOR SPENDING CATEGORIES

Personnel

\$ 386,783.20

Including the Acting Director, personnel included permanent full-time and part-time employees plus temporary employees. Total Field Training Coordinators were 4.0 FTE positions for FY 2006/2007. Additional core staff included a Director of Family Services (WHAS Crusade), Unit Business Manager, Graduate student (WHAS Crusade), temporary Field Training Coordinator (WHAS Crusade), Program Coordinator; part-time Trainers were paid for during the past year. (Including Fringe Benefits)

Operating Expenses

\$ 187,988.30

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, Graduate student scholarship (tuition remission a semester and medical insurance), stockroom/office supplies, and vehicle rental are included in operating expenses.

Travel

\$ 22,188.33

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.

Indirect Cost

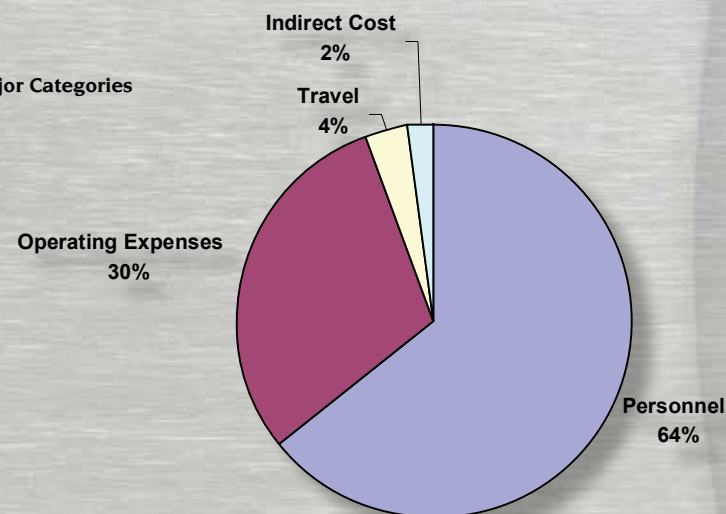
\$ 12,108.85

Indirect cost (overhead) was paid on three grants.

TOTAL

\$609,068.48

Figure 13: 2006-2007 KATC Budget Major Categories



2006 – 2007 KENTUCKY AUTISM TRAINING CENTER FY 03/04 EXPENSE REPORT

	KY COUNCIL POST SEC ED		GENERAL LEGISLATED FUNDS		INCOME		KDE CSPD FUNDS		WHAS Crusade		JCPS Service Contract		KATC Gift Account		TOTALS		
	BUDGET	EXPENDED	BUDGET	EXPENDED	BUDGET	EXPENDED	BUDGET	EXPENDED	BUDGET	EXPENDED	BUDGET	EXPENDED	BUDGET	EXPENDED	TOTAL BUDGET	TOTAL EXPENDED	
Salary	260,827.00	91,572.99	123,156.00	102,357.68	-	-	77,090.00	71,655.02	59,000.00	50,539.76	-	-	-	-	520,073.00	316,155.45	
Fringe Benefits	62,598.00	27,840.29	29,810.00	26,441.11		-	19,273.00	16,346.35	-	-	-	-	-	-	111,681.00	70,627.75	
TOTAL Sal & F.B.	323,425.00	119,413.28	152,966.00	128,798.79	-	-	96,363.00	88,001.37	59,000.00	50,569.76	-	-	-	-	631,754.00	386,783.20	
Operating Expenses	112,175.00	59,850.67	47,679.00	43,732.20	117,473.57	39,149.73	28,886.00	28,680.65	12,400.00	11,560.99	5,952.00	4,309.06	14,012.83	705.00	338,578.40	187,988.30	
Travel							30,000.00	22,188.33							30,000.00	22,188.33	
Indirect Cost							12,420.00	10,994.34			1,548.00	1,114.51			12,420.00	12,108.85	
TOTAL Operations	112,175.00	59,850.67	47,679.00	43,732.20	117,473.57	39,149.73	71,306.00	61,863.32	12,400.00	11,560.99	7,500.00	5,423.57	14,012.83	705.00	380,998.40	222,285.48	
Revenue																	
TOTAL	435,600.00	179,263.95	200,645.00	172,530.99	117,473.57	39,149.73	167,669.00	149,864.69	71,400.00	62,130.75	7,500.00	5,423.57	14,012.83	705.00	1,012,752.40	609,068.68	
Balance = Budget – Expended		256,336.05		28,114.01		78,323.84		17,804.31		9,269.25		2,076.43		13,307.83		403,683.72	