UNIVERSITY OF LOUISVILLE ®

KENTUCKY AUTISM TRAINING CENTER

College of Education and Human Development

2009-2010 Annual Report of Activities

TABLE OF CONETENTS

Kentucky Autism Training Center Strategic Plan

Vision
Kentucky's leading resource on Autism Spectrum Disorders (ASD).

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

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

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

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

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

In 1996, the Kentucky General Assembly established the Kentucky Autism Training Center (KATC) to serve as a statewide resource for families and educators. KATC is housed at the University of Louisville's College of Education and Human Development. For over ten years the KATC supported individuals with autism spectrum disorder (ASD) by providing hands-on training for educators in the classroom, hosting workshops for families, and conducting professional development sessions. KATC has worked towards its goals to strength the network of technical assistance and professional developments, leverage resources, enhance supports and build collaborative relationships.

KATC Goal One: Have a regional ASD capacity in education for implementing evidence-based practice in districts and schools.

KATC Goal Two: Have a tested model that helps families, individuals, and practitioners in mental health and intellectual disabilities, early childhood, and employment to design, deliver, and evaluate services for persons with ASD.

KATC Goal Three: Enhance data collection at all levels of operation in the following ways:

Measure impact – track number of attendees, number individuals affected by services, surveys of practice, and surveys interest in longitudinal models

Measures outcome – pre/post on knowledge acquired in training; use observations if possible; survey of parents; comprehensive measurement system that informs continuous improvement decisions.

Kentucky Autism Training Center Advisory Board

KATC has an Advisory Board that advises the Director in matters of policy, staffing, and operation. Board members are committed to the growth of the Kentucky Autism Training Center and its mission. They 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 KATC. Unless restricted by their employment, members assist the KATC to procure funding, in addition to state general funds, to accomplish its mission.

The composition of the board consists of parents (50 percent), professionals (40 percent) and lay members (10 percent) from across the Commonwealth, as outlined in KRS 164.9811(2).

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

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

Laypersons
Individuals active in the community, but not currently serving in a parent or professional role.

KATC Advisory Board Members:

Rita Brockmeyer, Parent	Barbara Lewis, Parent
Tricia Bronger, Professional	Linda Linville, Professional
Diane Cowne, Parent, Vice Chair	Nat McKay, Parent
Cathy Durkan, Parent	Kelly Morris, Parent
Carol Estes, Professional	Laurie Spezzano, Parent
Bev Harp, Self-Advocate, Layperson	Peter Tanguay, Professional
Rhonda Hedges, Professional, Chair	Larry Taylor, Professional
Joseph Hersh, Professional	Norma Thomas, Parent
Sara Hite Ballard, Parent	

KATC Strategic Plan in Alignment with University of Louisville 2020 Plan

Educational Excellence - Provide a dynamic learning environment with outstanding teachers, learners and programs.

- Provide excellent teachers for primary and secondary schools.
- Increase emphasis on graduate education with increased numbers of programs, students and services
- Use creative and innovative strategies in collaborating with other educational institutions to meet the educational needs of the community
- Develop professional practice master and doctorate degree programs to meet community needs

Research and Scholarship - Maintain an ambitious emphasis on excellence in research and scholarship and be recognized as premier state autism training center

- Hire outstanding new faculty and staff; maintain and further develop current faculty and staff
- Maintain clear criteria for areas of emphasis for research investment based on strategic goals for attainment of national recognition.
- Promote interdisciplinary and innovative "niche" research and scholarship to rapidly develop national recognition.

Community Engagement - Be acclaimed as a model metropolitan university, integrating academic excellence with civic engagement to transform Louisville and Kentucky

- Ensure strong interactions with K-12 education.
- Contribute scholarly ideas and applied skills to provide educational and outreach programs and to address the problems and opportunities of cities, towns and suburbs
- Promote translational research, applied research, technology transfer and community based participatory research.

Diversity, Opportunity and Social Justice - Actively welcome all to a center of learning that embraces the diversity of ideas, cultures and people.

Develop a campus environment that is welcoming to all people and in which diversity, social justice and provision of academic opportunity are intrinsic values.

Creative and Responsible Stewardship - Drive the strategic agenda with creative use of the university's full capacity

- Provide opportunities for faculty, staff and administrators to achieve professional growth
- Recognize and reward faculty, staff and student excellence in all areas of their work and for their contributions to strategic goals.
- Increase national reputation

KATC Approaches Work from a Process Approach
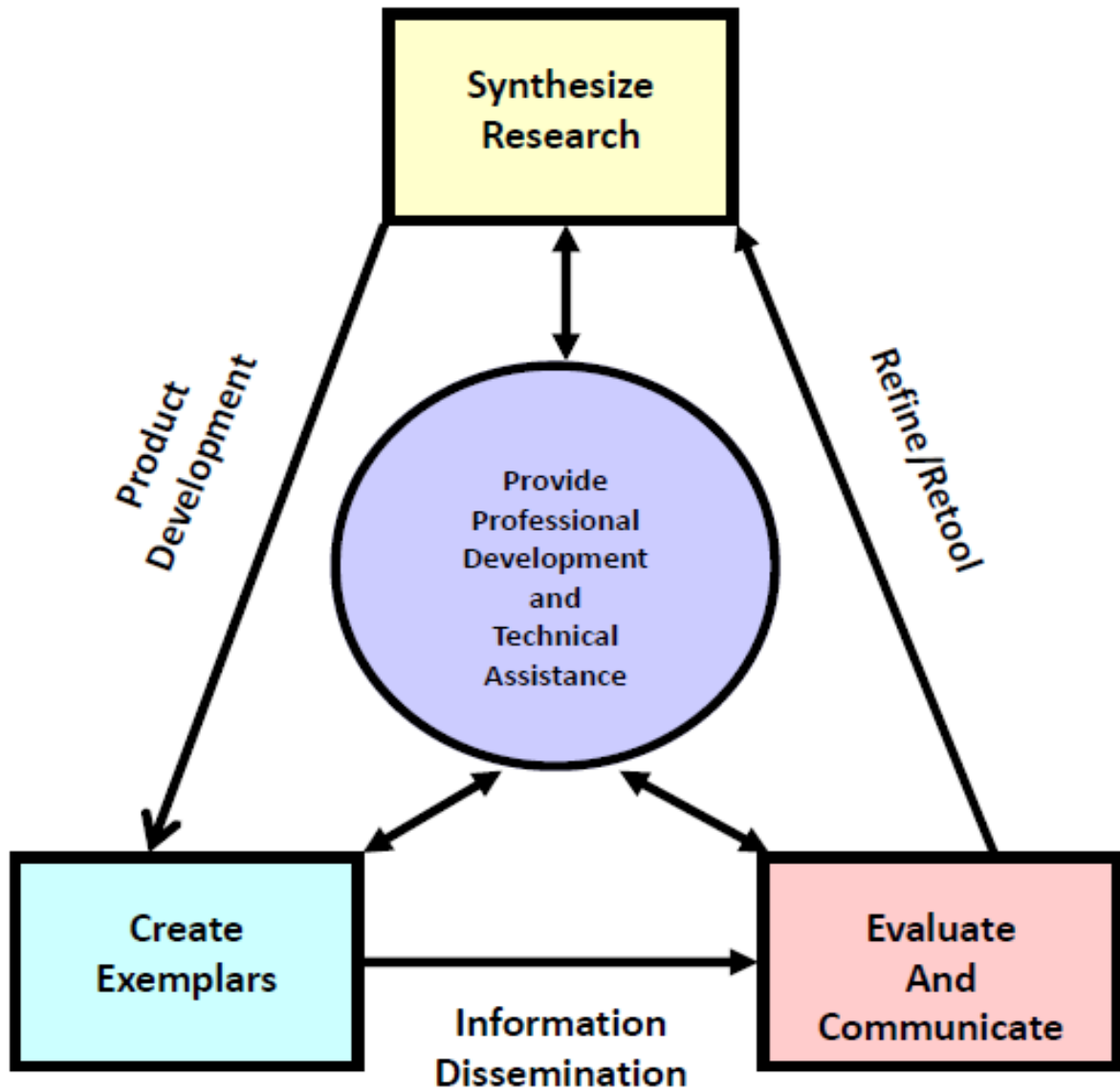
2009-20010 Summary of KATC Activities

- Established and supported four models sites in Jefferson County Public Schools

- Created a model site replication guide and support materials

- Hosted three model site summer institutes (Central Kentucky Educational Cooperative, Big East Educational Cooperative and Western Kentucky Educational Cooperative) - 130 attendees from seven counties

- Supported the development of regional ASD cadres and district level problem solving teams - 597 members from 156 school districts

- Revised Kentucky's Family Guide to Autism Spectrum Disorders – disseminated to 500 family members via 41 autism-related support groups

- Conducted 37 family workshops

- Initiated the creation of Kentucky Parent Lead Autism Networks of Support (KY PLANS) by developing monthly information packets to 41 support group leaders

- Distributed 4,531 early identification information packets to health care professionals across Kentucky

- Provided five fall regional workshops - 110 attendees from 30 counties

- Hosted five spring regional workshops – 176 attendees from 34 counties

- Provided 13 workshops to professionals across Kentucky – approximately 300 attendees

- Hosted annual summer conference – 165 attendees from 38 counties

- Supported the development of Autism Internet Modules Project – 588 users in Kentucky

- Researched current supports and services for adults

- Attended meetings with state leaders concerning ASD supports

Goal One: Have a regional ASD capacity in education for implementing evidence-based practice in districts and schools.

Developed model educational programs at the pre-school, elementary, middle and high school levels

KATC works in collaboration with the Kentucky Department of Education's (KDE) eleven Regional Special Educational Cooperatives at all levels of operation; cooperatives have the capacity to create and sustain change at the local level, such collaboration is essential to develop and sustain a network of professional development, training, and coaching to educators. Building upon this relationship, KATC initiated a collaborative workgroup in 2008 to develop a proposal and was subsequently awarded a partnership with the National Professional Development Center on Autism Spectrum Disorders (NPDC on ASD). The NPDCA provides Kentucky with online training, technical assistance, and program quality evaluation tools, with the goal of developing model educational programs at the pre-school, elementary, middle and high school levels. In conjunction with special education cooperative staff and local educational agencies (LEAs), KATC will develop a model programs in all of the eleven Regional Special Educational Cooperatives. KATC adapts NPDCA resources and plans to support the efforts of every school district in Kentucky to promote a) the early identification of children with ASD; b) the use of effective communication systems, positive behavioral supports, and social interactions for children and youth with ASD; c) enhanced access and learning within the general curriculum; d) improved transition planning and post-school outcomes.

Figure 1. Resources developed by the National Professional Development Center for Autism Spectrum Disorders being utilized, adapted and leveraged by the KATC

Defined and Identified Evidence Based Practices (EBPs) for Learners with ASD

EBP Briefs and Implementation Check List

On-Line Foundations Course

Autism Internet Modules (AIM) Modules

Autism Program Environment Rating Scale (APERS)

Goal Attainment Scale

Coaching Process
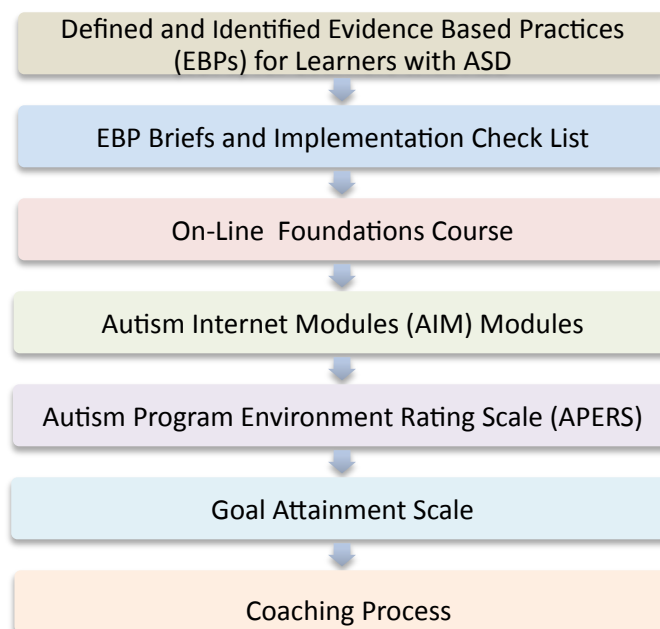
Leveraging the NPDCA resources and positive momentum of the partnership with the NPDCA, the KATC leads efforts to "scale-up" the use of evidence based-practices (EBP) for students with autism through the development of additional model sites.

Table 1. Proposed rollout of ASD Model Sites

	Year 1: 2009-2010	Year 2: 2010-2011	Year 3: 2011-2012	Year 4: 2012-2013
Model Site Location	Jefferson County	Central Kentucky Special Education Cooperative Big East Educational Cooperative West Kentucky Educational Cooperative	Ohio Valley Educational Cooperative Caveland Educational Support Center Kentucky Valley Educational Cooperative	Northern Kentucky Cooperative for Educational Services River Region Cooperative Wilderness Trail Special Education Cooperative Upper Cumberland Special Education Cooperative

To further enhance the use of the evidence-based practices by teachers in the state of Kentucky, the KATC plans to use technology to provide immediate corrective feedback, collect data and enhance training materials to be utilized in subsequent training activities. Table 1 delineates the proposed sequence in which Special Education Cooperatives will develop model sites.

The KATC works to develop "cross cooperative" mentoring and training to facilitate the development of regional expertise and model sites. Table 2 represents current configuration of Special Education Cooperatives parings.

Table 2. Cross Cooperative Mentoring and Training to Support the Development of Model Classroom

Year 1: 2009-2010	Year 2: 2010-2011		Year 3: 2011-2012		Year 4: 2012-2013
		Mentoring and Training to Support		Mentoring and Training to Support	
Jefferson County	Western Kentucky Educational Cooperative	➡	Caveland Educational Support Center	➡	River Region Cooperative
	Central Kentucky Special Education Cooperative	➡	Ohio Valley Educational Cooperative	➡	Northern Kentucky Cooperative for Educational Services Wilderness Trail Special Education Cooperative
	Big East Educational Cooperative	➡	Kentucky Valley Educational Cooperative	➡	Upper Cumberland Special Education Cooperative

These model sites will be available to Kentucky's Institutions of Higher Education (IHEs) to supplement course work and provide research opportunities. Subsequently, students from all colleges and universities across Kentucky will have access to practicum placements in model sites that implement EBPs in all regions of the state. In addition, the KATC is working to develop a network of university faculty to improve pre-service training for educators.

Figure 2. National Professional Development Center on ASD Model Site Process
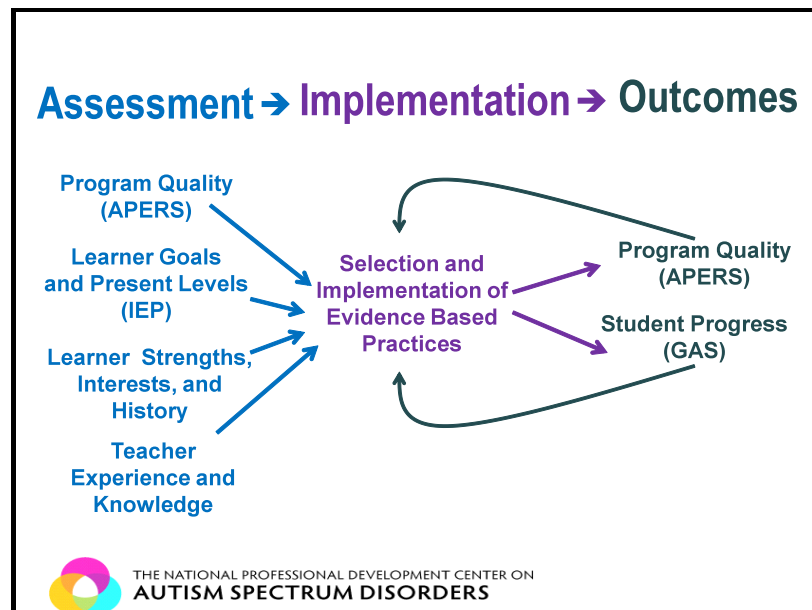
Step One: Autism Program Environment Rating Scale (APERS)

The APERS is an environmental assessment that measures the overall quality of an educational program for learners with autism, and identifies strengths of a program, as well as areas that might be targeted for improvement. The APERS is designed to be used by:

1) An outside observer for program evaluation, program improvement, and/or research and/or

2) Teachers, specialists, administrators for self-assessment in programs for learners with ASD.

The APERS measure the following domains:

Learning Environment
Learning Environment Structure/Schedule
Positive Learning Climate
Assessment
Curriculum and Instruction
Communication

Social Competence
Personal Independence and
   Competence
Functional Behavior
Family Involvement
Teaming
Transition Planning

During the past year, the APERS was administered two times in each classroom: once in the spring to help set goals for improvement, and again next spring to measure how much change has occurred.

Step Two: **Goal Attainment Scaling (GAS)**
Goal attainment scaling provides a way to monitor progress on meeting or exceeding a specific goal. Goal attainment scaling has a long history in the fields of mental health, education, and geriatric care. Goal attainment scaling used five levels to quantify progress on given goal:

Much less than expected (present level)
Somewhat less than expected (benchmark)
Expected level of outcome (annual goal)
Somewhat more than expected
Much more than expected

Families and teachers work together to identify three priority IEP goals. It is important that the priority goals are functional, enabling learners to be more successful in everyday tasks. Priority goals must also be measurable, describing specific, observable behaviors that can be recorded. Progress on each goal will be monitored closely, and instruction will be planned and modified based on progress.

Step Three: **Team selects evidence-based practices (EBP) based on:**
1) Student goals, strengths, and interests (GAS and APERS)
2) History of what has worked in the past
3) Teacher/staff knowledge and experience

Step Four: **Provide training on identified EBPS**
KATC staff and KDE staff deliver and mentor special education cooperative and district staff to deliver trainings on identified EBPS.

Step Five: **Teams training and technical assistance to address students' goals and areas of need identified by the APERS**
KATC and KDE staff provide technical assistance and mentor special education cooperative and district staff. Local staff in turn, provide direct consultation to model site, monitor and evaluate the implementation of EBPs and GAS goals.

Step Six: **Train other to implement process**
KATC will work with KDE and special education cooperative staff to modify the model site protocol and operationalize the process for large-scale dissemination in Kentucky.

Figure 3. Kentucky's Vision to Develop a Sustainable Network of Trained to Serve Learners with ASD

All educators will have access to materials developed by the NPDCA and the KATC.

Model site staff implement a range of evidence-based practices to improve program quality and address indentified student needs utilizing a data-based problem-solving process.

Models sites provide opportunity of district based professional development and provide pre-serve opportunities.

Educators in All School Districts

Model Site Staff

District-Level Staff

Special Education Cooperative Staff

Regional Technical Assistance Team

State-Level Technical Assistance Team
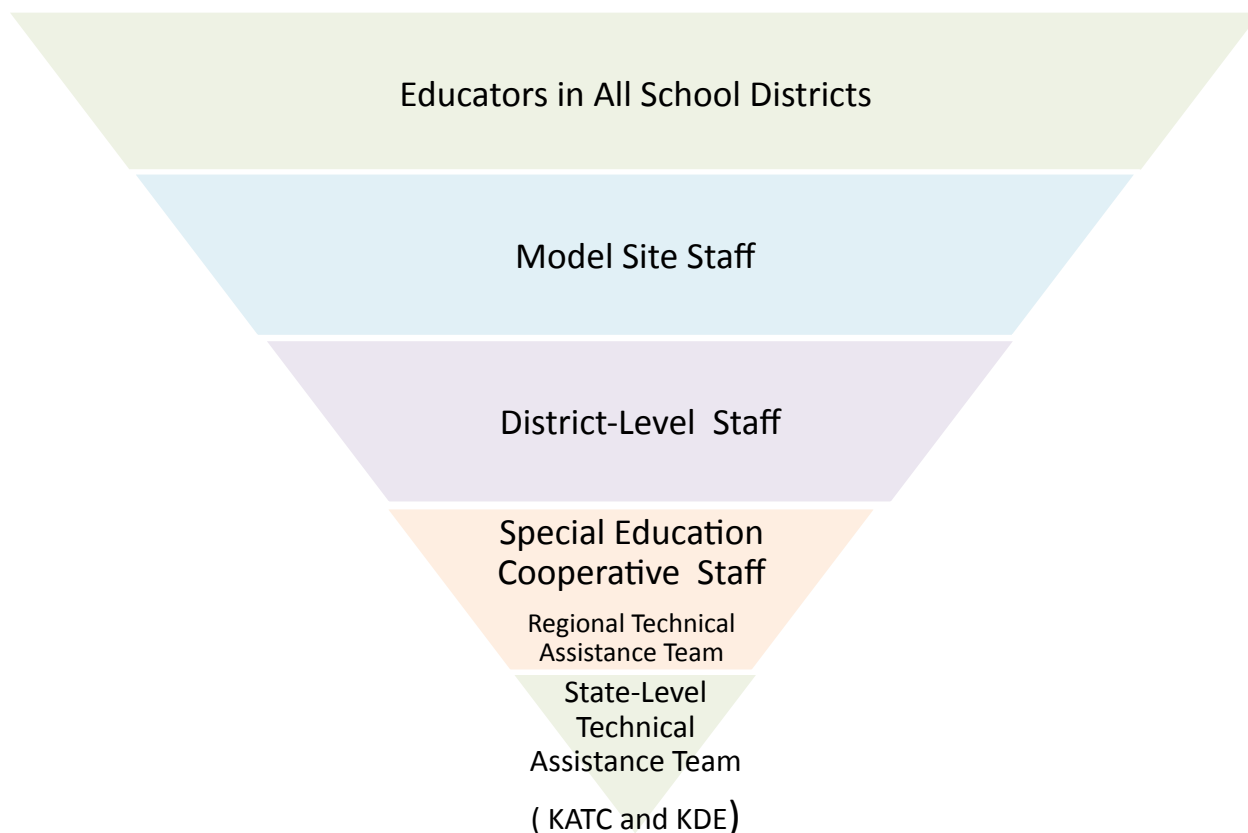
(KATC and KDE)

KATC staff synthesizes literature regarding evidence-based practices, instruction and coaching.
KATC and KDE staff provide technical assistance and coaching to regional technical assistance team, district staff and model site staff.

Established four models sites in collaboration with Jefferson County Public Schools

Project Area:
Professional Development, Technical Assistance, and Information Dissemination
KATC utilized training materials and process developed by the NPDCA to develop model programs.

Project Statistics:
KATC utilized training materials and process developed by the NPDCA to develop model programs at the following schools in Jefferson County Public Schools (JCPS):
Dawson Orman Education Center Hite Elementary Westport Middle School Jeffersontown High School
KATC staff and JCPS low-incidence specialists provided bi-monthly consultation and training to models staff to improve program quality and learner goals.

Goals:	Outcomes:
1) Pilot NPDCA process in Kentucky and begin to adapt process to "scale-up" the use of evidence-based practices and a problem solving process in Kentucky 2) Build capacity of JCPS low-incidence consultants 3) Impact programming for model site students 4) Enhance learning environments of model site classrooms 5) Train model site staff in a problem-solving process and data based decision making	**Professional Development** JCPS and low-incidence consultants from three Special Education Cooperatives and Fayette County received training and practical application of the NPDCA model site process **Technical Assistance** Model site staff at four schools in Jefferson County received intense training and support toward the goal of improving learner outcomes and improving program quality **Information Dissemination** Model site staff and cooperative staff were given access to materials developed by the NPDCA

Collaboration:
Toward building local capacity, KATC and JCPS worked in collaboration to pilot the NPDCA process in Kentucky. Low-incidence consultants from the Western Kentucky Educational Cooperative, Central Kentucky Special Education Cooperative, Fayette County Public Schools and the Big East Educational Cooperatives shadowed the process in Jefferson County in preparation for the development of model sites in their regions in 2010-2011.

Created a model site replication guide and support materials

Project Area: Product Creation and Information Dissemination Replication Guide provides a "road map" to technical assistance providers regarding the development of model classrooms. KATC adapted NPDCA on ASD process for Kentucky.

Project Statistics:
The replication manual is organized in the following areas:
   • Overview and history Kentucky's partnership with the NPDCA and the Kentucky ASD Initiative
   • Timeline of implementation
   • Guidelines and Role of Team Members
   • Evidence-based practices
   • Overview of data collection
   • Autism Program Environment Rating Scale (APERS) and Goal Attainment Scale (GAS)
   • Writing observable and measurable goals
   • Frequently Used Documents

Goals:	Outcomes:
1) Provide professionals across the state with a protocol to develop model classrooms. 2) Operationalize the process and ensure fidelity when creating model site classrooms across the state. 3) Initial step towards vision of developing statewide collaborative process approach to supporting students with ASD.	**Product Creation** Creation of the guide **Information Dissemination** The manual is disseminated to ensure fidelity of implementation to all participating Special Education Cooperatives. The replication manual was given to the current participating Special Education Cooperative complex needs consultants in Central Kentucky Cooperative-Fayette County, West Kentucky Educational Cooperative and Big East Education Cooperative.

Collaboration: Materials from the NPDCA on ASD were adapted for this replication manual. The collaboration between the NPDC an ASD, KATC, Kentucky Department of Education and Special Education Cooperatives are increasing state capacity to implement evidence-based practices across ages of learners and geographic locations.

Hosted three model site summer institutes (Central Kentucky Educational Cooperative, Big East Educational Cooperative and Western Kentucky Educational Cooperative)

Project Area:
Product Creation, Technical Assistance, Professional Development, and Information Dissemination

KATC adapted materials developed by the NPDCA to develop three models site institutes. The purpose of these institutes was to train and coach 2010-2011 model site staff in the process NPDCA model site process.

Project Statistics:
KATC delivered three regional three-day workshops in the summer of 2010:
Fayette/Central Kentucky Educational Cooperative (June 7-9)	52 attendees
Big East Educational Cooperative (June 14-16)	48 attendees
Western Kentucky Educational Cooperative (July 7-9)	<u>30 attendees</u>
	In total 130 attendees

Model Site Team Member	61%	Technical Assistance Provider	9%
District Staff	15%	State Agency Staff	2%
Cooperative Staff	14%	University Staff	1%

Attendees came from seven counties across Kentucky. Counties represented:
Boyd	Calloway	Fayette	Johnson
Christian	Carter	Hopkins	

Goals:
Provide attendees:
1) Overview of Kentucky partnership with National Professional Development Center for Autism Spectrum Disorders

2) Overview of Kentucky's vision for building statewide capacity for education student with ASD

3) Understanding roles of key professionals, groups and agency partnership in accomplishing vision

4) Overview of evidence-based practices for students with ASD

5) Share emerging and available resource in this state-wide initiative to support learners with ASD

Outcomes:

Product Creation
KATC developed training materials for 130 Institute attendees

Professional Development
KATC provided three institutes (three days each) for a total of nine training days

Technical Assistance
KATC provided training on the adapted model site process

Information Dissemination
Attendees received access to the materials developed by the NPDCA

Collaboration:
KATC delivered the model site summer institute. Towards building local capacity, KATC facilitated student-centered planning sessions in conjunction with staff from the NPDCA, special education cooperatives and local districts.

The KATC in conjunction with KDE and Special Education Cooperatives initiated efforts to develop regional and local ASD teams. The first by step was to create regional groupings of motivated and knowledgeable cooperative and district personnel to receive training materials and mentoring by the KATC; KATC plans to support these 4 groups, known as the "super clusters". Table 3 delineates cooperative membership in the "super clusters". These "super clusters" in turn train their respective regional ASD cadres of identified cooperative and district-level staff in content developed by the KATC.

Monthly training and technical assistance on the following areas: evidence-based practices, coaching, problem-solving and other relevant topics to develop regional capacity.

Table 4. ASD Super Clusters

Western ASD Super Clusters	Northern ASD Super Clusters	Eastern ASD Super Clusters	Central ASD Super Clusters
Caveland Educational Cooperative West Kentucky Educational Cooperative River Region Special Education Cooperative	Northern Kentucky Special Education Cooperative Jefferson County Ohio Valley Educational Cooperative	Big East Diagnostic Center Kentucky Valley Educational Cooperative	Central Kentucky Special Education Cooperative Wilderness Trail Special Education Cooperative Upper Cumberland Special Education Cooperative

Supported the development of regional ASD Cadres

Project Area:

Product Creation, Professional Development, and Information Dissemination

Building on the momentum of Kentucky's partnership with the National Professional Development Center for ASD, KATC staff developed training materials and met monthly with four regional super clusters to plan and support cooperatives efforts to create regional ASD cadres and district level teams. KATC created and hosted a Blackboard site to support this on-going initiative.

Project Statistics:

597 Cooperative and district personnel are part of the autism initiative as of June 30, 2010

The following 156 school districts participate in this initiative:

Allen County	Dayton Independent	Knox County	Owsley County
Anchorage Independent	East Berstadt Independent	Larue County	Paducah Independent
Anderson County	Edmonson County	Laurel County	Paintsville Independent
Ashland Independent	Elizabethtown Independent	Lawrence County	Paris Independent
Augusta Independent	Elliott County	Lee County	Pendleton County
Ballard County	Eminence Independent	Leslie County	Perry County
Bardstown Independent	Erlanger Independent	Letcher County	Pike County
Barren County	Fairview Independent	Lewis County	Pikeville Independent
Bath County	Fayette County	Livingston County	Powell County
Beechwood Independent	Fleming County	Logan County	Pulaski County
Bell County	Floyd County	Ludlow Independent	Raceland Independent
Bellvue Independent	Frankfort Independent	Lyon County	Robertson County
Boone County	Franklin County	Madison County	Rowan County
Bourbon County	Ft Thomas Independent	Magoffin County	Russell Independent
Bowling Green Independent	Fulton County	Marion County	Russellville Independent
Boyd County	Fulton Independent	Marshall County	Science Hill Independent
Bracken County	Gallatin County	Martin County	Scott County
Breathitt County	Glasgow Independent	Mason County	Shelby County
Breckinridge County	Grant County	Mayfield Independent	Silver Grove Independent
Bullitt County	Graves County	McCracken County	Simpson County
Burgin Independent	Grayson County	McCreary County	Somerset Independent
Butler County	Green County	McLean County	Spencer County
Caldwell County	Greenup County	Meade County	Taylor County
Calloway County	Hancock County	Menifee County	Todd County
Campbell County	Hardin County	Mercer County	Trigg County
Campbellsville Independent	Harlan County	Metcalfe County	Trimble County
Carlisle County	Harrison County	Middlesboro Independent	Union County
Carroll County	Hart County	Monroe County	Walton-Verona Independent
Carter County	Hazard Independent	Montgomery County	Warren County
Caverna Independent	Henderson County	Monticello Independent	Washington County
Christian County	Henry County	Morgan County	Wayne County
Clark County	Hickman County	Muhlenberg County	Webster County
Clay County	Hopkins County	Murray Independent	Whitley County
Corbin Independent	Jackson County	Nelson County	Williamsburg Independent
Covington Independent	Jackson Independent	Newport Independent	Wolfe County
Crittenden County	Jefferson County	Nicholas County	Woodford County
Cumberland County	Jenkins Independent	Ohio County	
Danville Independent	Jessamine County	Oldham County	
Daviess County	Johnson County	Owen County	
Dawson Springs Independent	Kenton County	Owensboro Independent	

Training materials developed addressed the following topics:

- Introduction to Autism Spectrum Disorder (ASD): This "beyond the DSM" introduction to ASD focused on how the characteristics of learners with ASD assist or serve as barriers in acquiring independence in natural contexts.
- Functional Behavior Assessment and Preference Assessment

• Behavioral Interventions for Addressing the Challenging Behaviors of Students with ASD • Systematic Instruction for Teaching New Skills to Students with ASD	
Goals: 1) Promote ASD awareness among district administrators (i.e., principals, directors of special education, superintendents) 2) Develop regional and district level with expertise to build multi-disciplinary problem-solving teams, provide training and consultation to classroom teachers 3) Create a network of administrators, educators and related service providers 4) Disseminate information regarding evidence based practices for supporting students with ASD	**Outcomes:** **Product Creation** Developed materials and Blackboard site for initiative **Professional Development** Coaching, mentoring and co-training provided **Information Dissemination** 597 school personal received information regarding evidence based practices, resources developed by the National Professional Development Center for ASD, training materials developed by the KATC; with the expectation that they share information with their colleagues.
Collaboration: KATC works in conjunction with cooperative staff to build regional capacity and tiered expertise at the regional, cooperative, district and school-level. KATC staff provided training content and worked with cooperative and district staff to ensure their proficiency with materials.	

KATC Goal Two: Have a tested model that helps families, individuals, and practitioners in mental health and intellectual disabilities, early childhood, and employment to design, deliver, and evaluate services for persons with ASD.

Inform and empower families

Revised Kentucky's Family Guide to Autism Spectrum Disorders

Project Area: Product Development, Information Dissemination, and Technical Assistance The KATC honored the compassion of Dr. Pinkstaff by dedicating the second edition of the Kentucky's Family Guide to Autism Spectrum Disorders to his memory. The KATC hosted a dedication ceremony for the Pinkstaff family in April 23 at the University Club. The guide was developed to answer the question: "When your child was first diagnosed, what information did you need most?" The content of the guide was identified to address the challenges families face after they receive an ASD diagnosis. Although there is plethora of information available on websites and from books, the amount and accuracy can overwhelm families. The guide was developed to introduce families to, not only the information available, but also the support and service networks available to help them.	

Project Statistics: Guide is posted on the KATC's website and can be downloaded and printed in its entirety or one chapter at a time. 500 copies send to 41 autism-related support groups across Kentucky.	

Goals:	**Outcomes:**
1) Provide families with accurate and relevant information 2) Provide families with an overview of evidence-based practices and tools to evaluate programs and resources 3) Provide professionals with an understand of how an autism diagnosis impacts a family	**Product Development** Creation of the guide **Information Dissemination** Distributed to support groups across the state and is available request **Technical Assistance** KATC staff use the guide to provide information, strategy assistance, and resources via telephone contact, email, and face-to-face contact with families

Collaboration: Guide adapted from Ohio Center for Autism and Low Incidence (OCALI) Parent Guide. Parents, professionals and individuals with autism spectrum disorders across Kentucky contributed to the guide.	

Conducted workshops for family

Project Area:
Professional Development, Information Dissemination, and Product Development

To increase support and training for parents and caregivers, KATC increased the scope of workshops provided to Autism Parent Support groups all across Kentucky.   New workshops have been developed to meet the needs of parent groups. The creation of a listserv for leaders of parent support groups allows an increase in information dissemination from KATC as well as the opportunity for parents to network with each other.   In addition, individual family consultations were provided to assist parents in addressing unique and specific issues.

Project Statistics:
At the request of Parent Support groups around the state, KATC provided 37 family-focused workshops

KATC provided workshops for the following support groups:
Allen County Autism Support
Autism Society of the Bluegrass
Autism Society of Kentuckiana
Autism Support Group of Shelbyville
Autism Support of Letcher County
Barren River Area Autism Support Group
Comforting Ties Autism Support Group (Kenton County – Florence)
Elizabethtown Autism Parent Support Group
Family Support Group for Autism/Asperger – Breckenridge County
FEAT of Louisville
Fort Knox Autism Parent Support Group
Hancock County Parent 2 Parent
Mothers of Children with Special Needs of Kenton County – Erlanger
Parents of Autistic Children (London)
Parent & Professional Autism Support Group in Powell County
People First
Special Needs Autism Parent Support
Washington County Autism Parent Support

KATC also helped parents through providing workshops for the following groups:
Bullitt County Community Professionals
Daycare Provider Training
Grayson County – Parents, Schools, Community
Foster Parent Training
Kent School of Social Work
Family Resource & Youth Service Center Regional Meetings – Glasgow, Hardinsburg, Spencer, and Versailles
Kentucky Department of Education Mini Conference

Families members that attended workshops reside in the following counties:

Allen	Franklin	Letcher
Barren	Grayson	Oldham
Boyle	Hancock	Powell
Breckenridge	Hardin	Scott
Bullitt	Hart	Shelby
Carroll	Jefferson	Washington
Christian	Kenton	

Goals:

1) Provide content and resources regarding evidenced-based practices to parents and caregivers of individuals diagnosed with autism spectrum disorder

2) Support parents and caregivers across Kentucky through increased training and increased opportunities to connect with each other

3) Develop network of support groups across Kentucky

Outcomes:

Five most requested workshops were:

1) Autism Awareness
2) Managing Family Stress
3) Minimizing the Meltdown
4) Puberty & Autism Part 1 & 2
5) Simple Strategies to Start the School Year off Right

Professional Development
Provided 37 workshops

Information Dissemination
Resources on comprehensive program planning and strategies (books, DVD's, power points, websites and products) have been shared/given to family groups. Visual supports and example of modified curriculumhave been provided.

Product Development
KATC staff developed planning tools, visual supports, social scripts, and methods for data collection

Collaboration:
Parent support groups assisted in the development of trainings to ensure local needs are addressed.

Initiated the creation of Kentucky Parent Lead Autism Network of Support (KY PLANS)

Project Area:
Product Development and Information Dissemination
KATC initiated effort to develop a network of support groups across Kentucky. The first step in this process is Kentucky Parent Lead Autism Networks of Support (KY PLANS). KATC disseminated monthly information packets to 41 support group leaders that include research-based information, tasks, and community activities.   In addition, KATC created a listserv for leaders of parent support groups allows an increase in information dissemination from KATC as well as the opportunity for parents to network with each other.

Project Statistics:
Monthly information packets were distributed to 41 support groups across the state. Topics included:

- January: Information to start the school year off right
- February: Start thinking about Autism Awareness Month
- March: Resources to promote early identification of ASD
- April: Gearing up for summer
- May: Nutrition and physical activities for the entire family
- June: Resources related to social skills

Goals:	Outcomes:
1) Increase the availability of quality, research-based materials and resources to parents across the state	**Product Development** Materials developed to facilitate meetings, promote awareness promote access to resources, and assist families at home
2) Provide support group leaders information to facilitate meetings and promote community awareness	**Information Dissemination** All materials are available to families and can be adapted to meet specific needs
3) Work towards establishing a network of ASD support groups	

Collaboration:
KATC worked in conjunction with ASD Support Groups across the state.

Promote the early identification of autism spectrum disorders

Distributed early identification information packets to healthcare professionals across Kentucky

Project Area:
Product Development and Information Dissemination

In April, to promote autism awareness month, healthcare professionals across the state were sent an information packet which included information on the following:
- KATC trainings, supports and resources
- Early identification postcards developed by the KATC
- KATC developed a list of "Ten Things to Do When Your Child is Diagnosed with Autism"
- List of support groups, and materials from the Centers for Disease Control's "Act. Early Campaign"
- Invitation to participate in a survey regarding medical care for children with autism

Project Statistics:
Distributed information packets to the following groups:

Kentucky Academy of Family Physicians	1,129
Kentucky Chapter of the American Academy of Pediatrics	792
Kentucky Psychiatric Medical Association	380
Licensed Nurse Practioners	2,230
Total number of packet distributed	**4,531**

Goals:	Outcomes:
1) Provide health care professionals with information that this accurate and relevant to families	**Product Development** Developed early identification postcards and posters to be used in daycares, physicians' offices and early childhood educational centers.
2) Promote the KATC as a resource to healthcare professionals	
3) Initiate the concept of a "communities of practices" for healthcare professionals that serve patients with ASD and their families	**Information Dissemination** Health care professionals were provided information regarding supports and resources for this population and a means to establish a connection to the KATC

Collaboration:
Healthcare professionals were given the opportunity to join a listserv developed by the KATC to link professionals across the state.

Dissemination of information

Provided fall regional workshops

Project Area:

Professional Development, Product Development, and Information Dissemination
KATC delivered two regional two-day workshops in the fall of 2009

September 28-29, 2009 Floyd County	October 12-13, 2009 Carroll County
Dr. Rich Mancil and Rob Pennington	Katie Carnazzo and Emily Kirkham
October 19-20, 2009 Russell County	November 9-10, 2009 Trigg County
Katie Carnazzo and Emily Kirkham	Dr. Rich Mancil and Robert Pennington

Day One: Addressing Challenging Behaviors of Learners with ASD: Assessment and Intervention
                Techniques for the Practitioners
Day Two: Components of Effective Instruction for Learners with Autism Spectrum Disorders

Project Statistics:

110 attendees came from 30 counties across Kentucky. Counties represented:

Adair	Casey	Greenup	Pendleton	Perry
Bath	Christian	Hancock	Knott	Pike
Boyd	Clark	Hardin	Lawrence	Russell
Bullitt	Daviess	Henry	Lincoln	Shelby
Calloway	Franklin	Jessamine	McCracken	Scott
Carroll	Floyd	Johnson	Owen	Taylor

Goals:

Participants will gain a greater understanding of the following:

1) Principles of Applied Behavior Analysis

2) Components of a Functional Behavior Assessment

3) Understanding and analyzing different data collection systems

4) Making instructional programming decisions based on data

5) Identifying evidence based principles specific to individuals with ASD

6) Understanding the basic teaching components of instruction for individuals with ASD

Outcomes:

Professional Development
- Provide four two-day workshops (eight days of training)
- Format was both lecture style and small group to promote team building
- Participants were given numerous resources regarding adapting curriculum and developing classroom supports

Product Development
KATC staff developed training materials and data collection for attendees.

Information Dissemination
Resources on comprehensive program planning, instructional strategies. Visual supports and example of modified curriculum were provided.

Collaboration:

Training were developed based on feedback from school districts, related service providers and parents.

Hosted spring regional workshops

Project Area:
Professional Development, and Information Dissemination

Hosted five workshops in spring 2009:

Smith-Myles, Brenda, "Comprehensive Autism Planning System: Supporting Individuals with   Asperger's"
    Bowling Green, KY [Workshop]. 5 Mar. 2010.

Smith-Myles, Brenda, "Comprehensive Autism Planning System: Supporting Individuals with Asperger's"
    Slade, KY [Workshop]. 12 Mar. 2010.

Hamrick, D., & Nebeker, L., "Weathering Autism in Childhood, Adolescence and Adulthood: Challenges
    and Strategies in Life Transitions" Lucas, KY [Workshop]. 9 Apr. 2010.

Thomas, John, "Successful Transitions for Individuals with Autism Spectrum Disorder"
    Louisville, KY [Workshop]. 3-4 May. 2010.

McDougle, C., & Tanguay, P., "Practical Aspects of Understanding, Supporting and Treating Individuals
with Autism Spectrum Disorders for Healthcare Professionals" Louisville, KY [Workshop]. 14 May 2010

Project Statistics:
176 attendees came from 34 counties. Counties represented:

Allen	Grant	Meade
Anderson	Hardin	Metcalfe
Barren	Henry	Montgomery
Boone	Jefferson	Oldham
Bourbon	Knott	Owsley
Bullitt	Knox	Perry
Butler	Letcher	Powell
Clark	Lincoln	Pulaski
Fayette	Logan	Shelby
Franklin	Madison	Simpson
Floyd	Maggoffin	Spencer
		Warren

Goals:

1) Identify the role and components of comprehensive planning

2) Bring greater awareness of what it is like living with autism

3) Identify behaviors to assess in order to determine a person's social communication skills.

4) Understand types of medications that may be effective for specific behavioral symptoms

Outcomes:

Professional Development
Provide five days of professional development on topics relevant to families and professionals

Information Dissemination
Attendees provided with program planning tools and patient/physician protocols

Collaboration:
The team training has been a collaborative effort between KATC, local school districts, related service providers and parents.

Hosted annual summer conference

Project Area: Professional Development, Information Dissemination KATC hosted Carbone, Vincent, "Teaching Verbal Behavior to Children with Autism and Related Disabilities" Bowling Green, KY [Workshop]. 23-25 June 2010.

Project Statistics:
165 attendees came from 38 counties across Kentucky. Counties Represented:

Allen	Grayson	Kenton	Russell
Barren	Greenup	Knott	Simpson
Bell	Hancock	Laurel	Taylor
Boyd	Harford	Logan	Warren
Butler	Hart	Madison	Washington
Clark	Hopkins	Martin	Whitley
Clinton	Jackson	Meade	Wood
Daviess	Jefferson	Metcalfe	Woodford
Fayette	Jessamine	Monroe	
Franklin	Johnson	Pulaski	

Goals:	Outcomes:
1) Define Skinner's basic verbal responses, (e.g. mand, tact, intraverbal and echoic) 2) List the teaching procedures that reduce the motivation to escape from instructional demands during discrete trial instruction. 3) State the benefits of teaching manding as one of the first verbal skills. 4) Describe the importance of identifying the function of behavior before writing a behavior intervention plan. 5) State the criteria used to judge the need for an alternative method of communication.	**Professional Development** Provide three days of professional development on topics relevant to families and professionals **Information Dissemination** Attendees provided with program planning tools

Collaboration:
The purpose of this workshop was to facilitate collaboration among families, educators and service providers.

Provided workshops to professionals

Project Area:
Professional Development, Information Dissemination, and Product Development

As part of the ongoing effort to improve services for those affected with ASD in Kentucky, KATC staff provided workshops and/or presentations on ASD to agencies/organizations and parent groups across Kentucky. Content was developed in collaboration with the hosting organization and designed to meet their specific training needs.

Project Statistics:
At the request of local, state and regional organizations, KATC conducted 13 workshops to approximately 300 attendees. Participants included administrators at the state and local district level, special education cooperative staff, special and general educators, higher education, related service providers, students and families. KATC provided workshops for the following organizations:

Bardstown Primary School	Danville Boyle County	Realizations
Best Buy	Autism Support Group	Rural Kentucky Interagency Planning
Boone County High School	Floyd County Schools	and Development Association
Casey County Schools	Hancock County Schools	St. Edward School
Central Hardin High School	Okolona Library	University of Louisville

Goals:
1) Provide organizations with content and resources regarding evidence-based practices for serving individuals with ASD

2) Build capacity among school district personnel, service providers, and parents

3) Increase professionals' knowledge to assess and design specialized interventions and positive behavioral supports to meet the specialized needs of persons with ASD

Outcomes:

Professional Development
KATC Staff provided 13 workshops

Information Dissemination
Participants

Product Development
KATC staff developed visual supports, social scripts, and methods for data collection

Collaboration:
Parent support groups, universities, community organizations, special education cooperatives other disability and child-serving agencies collaborated in the development of training to ensure that local training needs were addressed.

Supported the development of Autism Internet Modules Project

Project Area:
Professional Development, Information Dissemination, and Product Development
The KATC supports and will contribute to the efforts of the Ohio Center for Autism and Low Incidence (OCALI) developing Autism Internet Modules (AIM) project.

The AIM project will develop a series of 60 online modules on ASD by the time the project is complete including characteristics, diagnosis, interventions and supports, transition, and employment. Module authors will include experts in ASD from across the nation.

Project Statistics:
Kentucky currently has 588 AIM users as June 30, 2010

The largest users are K-12 special education teachers and related service providers, followed closely by university students and paraprofessionals

Goals:	Outcomes:
1) Provide Kentucky with comprehensive information on (ASD) to be used for pre-service teacher preparation, staff development, and by parents and professionals across the state	**Professional Development** AIM units used for regional, district and school based trainings
2) Provide information in a platform based on research related to how adults best learn and process new information	**Information Dissemination** Kentucky currently has 588 users as of June 30
3) Provide staff, trainers, and instructors with assessments, activities, and discussion options to ensure that there is a way to measure learner outcomes	**Product Development** In the up-coming year, the KATC will contribute to the development of AIM units
4) Provide multiple modes of presentation of information to address the diverse needs of the audience participating in staff development, teacher preparation, or training	
5) Provide the opportunity for free and equal access to comprehensive information on ASD	

Collaboration:
Nebraska Autism Spectrum Disorders Network, Autism Society of America (ASA), Geneva Centre for Autism (Toronto, Canada), National Professional Development Center on Autism Spectrum Disorders, Organization for Autism Research, Arizona Department of Education, Indiana Resource Center, and University of Miami Center for Autism & Related Disorders

Researched current supports and services for adults

Project Area:
Product creation, and information dissemination Based on the current incidence rate, it is estimated that approximately 29,000 adults with ASD live in Kentucky. Although the size of this population is significant, adults with ASD continue to be underserved in existing systems. Adults with ASD represented only 153 of 11,622 eligible applicants for the Office of Vocational Rehabilitation. KATC is working to develop a policy brief to give a "snap shot" of the systems that serve this population and build consensus around potential systemic changes to improve outcomes.   This policy brief will be informed by a statewide survey of adult needs, from both the adult with ASD and caregivers of adults with ASD. Additionally, KATC staff are working to synthesize information regarding evidence based practices for supporting adults with ASD.

Project Statistics:
• Disseminated KATC Adult Needs Survey to constituent groups • Facilitated four workshops addressing issues that affect adults with ASD • Met with state partners to build collaborative relationships • Served on the Board of Directors for KY Association for Persons in Supported Employment (KY APSE) and as a stakeholder for the Postsecondary Inclusion Partnership Stakeholders Group • Collaborated with the Career Center and the Disability Resource Center at the University of Louisville (UofL) to research current services and opportunities offered at UofL for students with ASD. Collaboration results in staff training towards the goal of improving educational outcomes for students. • Collaborated with the Supported Employment Training Project, Human Development Institute, Brain Injury Alliance of Kentuckiana, and Realizations to disseminate to corporate entities information on best practices of employing people with ASD.

Goals:	Outcomes:
1) Disseminate and complete KATC Adult Needs Survey by September 2010 to inform the KATC Adult Needs Policy Brief. 2) Conduct a literature review to identify best practices for adults with ASD. 3) KATC Adult Needs Policy Brief created by December 2010, with input from focus groups by April of 2011, to inform a plan of action 4) KATC staff build partnerships to increase impact and reach of KATC resources.	**Product Creation** KATC Adult Needs Survey will be completed and compiled to inform presentations, the KATC Adult Needs Policy brief, and a subsequent plan of action. **Information Dissemination.** KATC Adult Needs Policy brief (to be disseminated) will be completed. Fact sheets and documents have been created and posted on the website to increase information accessibility to people affected by ASD living in Kentucky. **Partnership Development** Developed relationships between KATC and state partners will strengthen the reach and impact of available resources.

Collaboration:
Community Based Worked Transition Program, Postsecondary Inclusion Partnership & Supported Employment Training Project (Human Development Institute at the University of Kentucky), Kentucky Association for Persons in Supported Employment Career Center & UofL Disability Resource Center ,(Office of Vocational Rehabilitation, Best Buy, Options Unlimited, Realizations and Ohio Center for Autism and Low Incidence

KACTC Goal Three: Enhanced data collection at all levels of operation

Measure impact – track number of attendees, number individuals affected by services, surveys of practice, and surveys interest in longitudinal models

Measures outcome – pre/post on knowledge acquired in training; use observations if possible; survey of parents; comprehensive measurement system that informs continuous improvement decisions.

Student and classroom outcomes in the four models sites in Jefferson County Public Schools

Dawson Orman Educational Center

The Autism classroom at Dawson Orman Preschool has six students in the morning session, which contained all target students. All six students had ASD. There was one special education teacher and three paraprofessionals.

Target Students

Student A is a four-year-old female diagnosed with Autism

Student B is a four-year-old male diagnosed with Autism

Student C is a five-year-old male diagnosed with Autism

Strengths:	**Areas for Growth:**
Environment and classroom structure. Visual supports are available, at learner's eye level, and used effectively throughout instruction. Visual schedules are used effectively throughout the day.	Prompting Hierarchy
	Positive Reinforcement Systems
Family involvement is a definite strength, as positive rapport, daily communication with families, family trainings, and home visits all build positive relationships with parents.	Communication for requesting breaks and expressing frustration
Other notable domains include curriculum and instruction. Length of instruction and the nature of whole group activities has been altered since the previous mid-year visit, resulting in shorter, more engaging whole-group activities.	

	Goal 1	Goal 2	Goal 3
Target Student A GAS Goals	When presented with a preferred food item and a picture card of the preferred item, student A will use the picture card to request the preferred item 4 out of 5 opportunities weekly during snack.	When the timer goes off, student A will transition independently between activities within the classroom 4 out of 5 opportunities weekly.	Given model prompts, student A will imitate one simple movement within the classroom 4 out of 5 opportunities weekly.
Target Student B GAS Goals	When presented with a preferred food item and a picture card of the preferred item, student B will use the picture card to request the preferred item 4 out of 5 opportunities weekly.	When the timer goes off, student B will transition independently between activities within the classroom 4 out of 5 opportunities weekly.	When presented with a preferred activity, student B will remain in the designated area for 10 minutes and engaged with the preferred item for 8 of the 10 minutes, 4 out of 5 opportunities weekly.
Target Student C GAS Goals	When presented with a preferred food item and a picture card of the preferred item and a distracter card, student C will use the picture card to request the preferred item 4 out of 5 opportunities weekly.	When the timer goes off, student C will transition independently between activities within the classroom 4 out of 5 opportunities weekly.	When presented with a preferred activity, student C will remain in the designated area for 10 minutes and engaged with the preferred item for 8 of the 10 minutes, 4 out of 5 opportunities weekly.

Goal achievement:

Each target student achieved his/her goals by the end of the school year. In addition, each student achieved much more than expected levels for two of their three goals.

	Goals 1	**Goal 2**	**Goal 3**

Hite Elementary

The Multiple Disabilities (MD) classroom at Jane Hite Elementary School had 10 students. Three of the students had ASD. There was one special education teacher and three paraprofessionals.

Target Students

Student A is a 11-year-old male diagnosed with Autism.

Student B is a 11-year-old male diagnosed with Autism and Down Syndrome, Obsessive Compulsive Disorder and a seizure disorder.

Student C is a 9-year-old male diagnosed with Autism

Strengths:	**Areas for Growth:**
Data Collection Functional Behavior Assessment Teaming	Social communication Use of instructional time to address IEP goals

	Goals 1	**Goal 2**	**Goal 3**
Target Student A GAS Goals	When presented with a novel/difficult task S. will verbally ask for assistance 80% opportunities over 3 consecutive days.	When presented with a conversational attempt from a peer, S. will respond and then continue the conversation by asking a follow-up question 80% opportunities over 3 consecutive days.	When presented with naturally occurring or simulated changes in routines S will verbally describe an alternate solution 80% of opportunities over 3 consecutive days.
Target Student B GAS Goals	When presented with a preferred item/missing item format E will verbally request the item/assistance with 100% accuracy over three consecutive days across 20 different items	During large group activities (>8 students) E. remains in the designated area for 15 minutes at a time without aggression over three consecutive days.	During a 1:1 instructional activity, (15 min in length) E. will remain in the designated area without aggression or property destruction for 5 consecutive sessions.
Target Student C GAG Goals	Given a request to perform a task with a clear beginning and end (less than 5 minutes in length) S. will initiate and complete the task 80% of opportunities over 3 consecutive sessions.	Given a request to engage in an unstructured play activity (15 min) with another peer and a single set of materials, T will refrain from verbal protests and make three communicative interactions (non-aggressive initiation or response) per session over three consecutive session	When presented with a negative comment from a peer (insult, teasing) T will verbally advocate for himself (ask teacher, "that hurt my feelings") without physical aggression 100% of opportunities over 5 consecutive days.

Goal achievement:

All of the students either acquired or made significant progress towards their target goals resulting in decreased problem behavior, increased student independence, and the acquisition of new instructional targets.

		Goal 1	**Goal 2**	**Goal 3**

Westport Middle School
The Functional Mental Disability (FMD) classroom at Westport Middle school had eight students, four on the ASD spectrum. There was one special education teacher and three instructional assistants.

Target Students
Student A is a 15-year-old male with the diagnosis of ASD and Cerebral Palsey.
Student B is a 14-year-old male with a diagnosis of ASD and seizure disorder.
Student C is a 13-year-old male with a diagnosis of ASD.

Strengths:	Areas for Growth:
Classroom environment and physical structure Learning environments structure and schedules Positive classroom climate Curriculum and instruction Communication Positive collaboration with families. Staff demonstrated a good understanding of the functions of behaviors.	More opportunities for instruction and planned social-communication interactions between students Develop peer social networks using peer mediated instruction Increase personal independence and competence

		Goal 1	**Goal 2**	**Goal 3**
Target Student A GAS Goals		When presented with a three step vocational task, the learner will complete 2 different tasks with	Upon wanting and seeing an item with a picture of that item, the learner will independently pick up the picture and place into a person's hand. This will be completed 10/10 trials for 5 different items and 3 different adults	During familiar instructional activities, the learner will exhibit no stereotypic behavior per three-minute interval for three consecutive days.
Target Student B GAS Goals		When presented with a non-preferred task or request within the classroom the learner will respond by beginning the activity without physical aggression (i.e., hitting, kicking, spitting) 4/5 opportunities.	Upon seeing and wanting a particular item and with the communication book available with the corresponding picture and a distracter picture the learner will exchange the picture for the desired item 10/10 trials.	Given three different 5-step vocational tasks and using visual supports the learner will complete 4/5 steps independently over three consecutive days.
Target Student C GAS Goals		When presented with a frustrating situation the learner will choose an appropriate strategy (i.e., social narrative, reference guide) to respond to frustration at 80%	When presented with a question during a structured activity the learner will respond verbally with a complete sentence (3-4 words) 4/5 opportunities using visual supports.	When needed the learner will initiate verbally for 5 purposes (materials, help, break, bathroom and drink) using visual supports.

Goal achievement:
All of the students met their one-year goal. Two of the students were working on their more than expected goals. Progress was made in the areas of communication, multi-step vocational skills, decreased problem behavior, increase use of functional communication systems and student independence.

	Jeffersontown High School

Jeffersontown High School

The Functional Mental Disability (FMD) classroom at Jeffersontown High School has 10 students. Four of the students had ASD. There was one special education teacher and three para professionals.

Target Students

Student A is a 19-year-old male diagnosed with Autism, Cerebral Palsy and a seizure disorder

Student B is a 17-year-old male diagnosed with Autism, Obsessive Compulsive Disorder and a seizure disorder

Student C is a 20-year-old male diagnosed with Autism

Strengths:	Areas for Growth:
Family Involvement	Classroom Structure and Schedule
Positive Learning Environment	Curriculum and Instruction
Teaming	Communication
	Personal independence and competence

	Goal 1	Goal 2	Goal 3
Target Student A GAS Goals	Upon seeing and wanting a particular item and with the device in reach. The learner, will with a gestural prompt, touch the device. This will be completed 10 out of 10 times with 10 different reinforcers and three different adults.	The learner will utilize a daily schedule that represents half of his day. The student will pull 7 of 7 pictures and place in the finish box independently.	When arriving at school the learner will walk to the classroom with a verbal and visual prompt 4 out of 5 days for three consecutive weeks.
Target Student B GAS Goals	Learner will ask for help/assistance (using a picture and/or word) with verbal prompting at least 3 times a day, 12 out of 15 per week in engineered situations.	Upon wanting and seeing a particular item and with his AAC device in reach and a picture of a distracter item on it. D will request that item, by activating the correct picture on the AAC device 9 out of 10 trials.	The student will utilize a daily schedule that represents half of their day. The student will press 7 of 7 pictures independently.
Target Student C GAS Goals	The learner will ask for help/assistance (using a picture and/or word) with verbal prompting at least 3 times a day, 12 out of 15 per week in engineered situations.	Upon wanting and seeing a particular item and with his AAC device in reach and a picture of a distracter item on it the learner will request that item, by activating the correct picture on the AAC device 9 out of 10 trials.	The student will utilize a daily schedule that represents half of their day. The student will press 7 of 7 pictures independently.

Goal achievement:

All of the students acquired some progress towards their target goals resulting in decreased problem behavior, increase use of functional communication systems and student independence.

Summary of evaluation data from model site summer institutes

Central Kentucky Educational Cooperative, Big East Educational Cooperative and Western Kentucky Educational Cooperative

Below is summary of evaluation data from participants of the KATC's Model Site Summer Institute. 83 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.

Quality of the Model Site Institutes

Overall quality	4.6
Organization/clarity of presentations	4.4
Usefulness of information	4.6
Content matched agenda description	4.4
Relevance of topics	4.6
Adequate opportunity to participate	4.5
Handouts/support materials	4.7
Expertise of presenters	4.7
Facilities	4.6

Utility of the small group sessions: How helpful were each of the following small group activities?

Writing Measurable Goals	4.7
Self Evaluation	4.5
Team and Individual Planning	4.7

Content of the Model Site Institutes: **To what extent did you become acquainted with the following concepts?**

Goals/mission of the NPDC on ASD and understanding my role in the project	4.2
Introduction to evidence-based practices	4.2
The Autism Program Environment Rating Scale (APERS)	3.9
Goal Attainment Scaling (GAS)	4.3
Promoting appropriate behavior and decreasing interfering behaviors	4.3
Promoting communication and language development	4.4
Promoting social skills development	4.4

Summary of evaluation data from ASD Cadres members regarding training materials developed by the KATC.

Below is summary of evaluation data of from members of the ASD Cadres. 129 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.

The presenters appeared knowledgeable concerning the content presented.	4.6
The presenters effectively answered questions offered by the participants.	4.5
The presentation included activities that were helpful to your understanding of the content.	4.5
The presenters offered sufficient time to complete planned activities.	4.4
The presenters appeared enthusiastic and engaged during their delivery.	4.6
I was familiar with the content in this module prior to participation.	3.9
The presentation increased my level of knowledge in the content of the area addressed.	4.2
The content on the PowerPoint slides was clearly organized.	4.4
The powerpoint slides were readable and free of clutter.	4.5
The time allotted for this presentation was sufficient to cover the content.	4.2

Summary of evaluation data from family workshops

Below is summary of evaluation data from participants of the KATC's Family Workshops. 171 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.

This session enabled me to achieve the learning objectives.	4.5
Will apply the knowledge and/or skills gained from this session.	4.5
Will contribute to my professional/personal growth.	4.5
Motivated to seek additional information	4.7

Summary of evaluation data from Kentucky Parent Lead Autism Network of Support (KY PLANS)

Support group leaders that responded to monthly KATC surveys indicated KY Plans will:

- 86% Strength their support group.
- 93% Help build support and awareness in their community.
- 100% Planned to utilize suggested KY Plans ideas for meetings
- 71% Used the provided press release in their local paper for autism awareness month.
- 57% Planned to use materials provided to conduct community awareness talks
- 41% Shared ACT Early materials created by the Centers for Disease Control

Summary of evaluation data from fall regional workshops

100%   Participants agreed the workshop contributed to their professional/personal growth
94%   Participants agreed the workshop helped them achieve the learning outcomes
93%   participants agreed they would recommend this workshop to a colleague/friend

Summary of evaluation data from spring regional workshop

Below is summary of evaluation data from participants of the KATC's Family Workshops. 122 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.

Workshop	Met my expectations	Helped my understanding of ASD	Will apply strategies presented	Will impact my work	Share this information with other families and professionals	Motivated to learn more
Comprehensive Autism Planning System	4.4	4.7	4.7	4.6	4.6	4.7
Weathering Autism in Childhood, Adolescence and Adulthood	4.8	4.8	4.7	4.8	4.8	4.8
Successful Transitions for Individuals with Autism Spectrum Disorder	4.6	4.2	4.4	4.6	4.8	4.7
Practical Aspects of Understanding, Supporting an Treating Individuals with ASD for Healthcare Professionals	4.7	4.6	4.7	4.7	4.6	4.8

Summary of evaluation data from summer conference

Below is summary of evaluation data from participants of the summer conference, 134 participants completed evaluations. Utilizing a five point scale, participants were asked to provide feedback regarding training activity, with "5" representing highest satisfaction & "1" indicating participant's complete dissatisfaction with the activity.

	Met my expectations	Helped my understanding of ASD	Will apply strategies presented	Will impact my work involving individuals with ASD	Share this information with other families and professionals	Motivated to learn more about autism

Teaching Verbal Behavior to Children with Autism and Related Disabilities	4.5	4.1	4.2	4.5	4.6	4.7

Summary of evaluation data from professional workshops

Below is summary of evaluation data from participants of professional workshops. 155 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.

Enabled me to achieve the learning objectives.	4.5
Apply the knowledge and/or skills gained from this session.	4.5
Contribute to my professional/personal growth.	4.5
Motivated to seek additional information	4.7

Autism Certificate Program - College of Education and Human Development University of Louisville

In response to the statewide need for highly skilled professionals with expertise in autism spectrum disorders, the Special Education Program at the University of Louisville in collaboration with the Kentucky Autism Training Center has developed a proposal to offer an autism certificate program. The purpose of the proposed Autism Certificate Program is to provide professionals (e.g., educators, speech language pathologists, occupational therapists, counselors, social workers, vocational trainers, etc.) with advanced knowledge in applied behavior analysis, communication and social skill interventions, behavior consultation, and evidence-based practices for individuals on the autism spectrum. The program will be designed to meet both the Behavior Analyst Certification Board's (BACB) Behavior Analyst Standards and the BACB's Autism Standards. The program will provide both school districts and community service providers with professionals who have strong teaching skills and strong behavior consultation skills.

Faculty members developed a curriculum for the program that includes five graduate level courses, an intensive summer training program and a capstone seminar in which students will demonstrate mastery of the program's objectives through the completion of an intervention project. The special education program, under the direction of Dr. Terry Scott, has approved the program. The board of the Kentucky Autism Training center supports the proposal and several community partners have submitted letters of support. The proposal is being evaluated through a multilevel curriculum approval process. If the proposal is approved at all levels (College and University), it is anticipated that the first cohort of students will begin in 2011.

Graduate Level Courses ASD Specific Courses taught this year:
EDSP 635: Practicum in ASD
EDSP 644: Applied Behavior Analysis
EDSP 646: Augmentative and Alternative Communication
EDSP 670: Autism: Introduction and Understanding
EDSP 671: Autism: Strategies and Techniques
EDSP 672: Autism: Collaboration and Technology

Proposed courses pending approval of autism certificate program / Graduate Level):
EDSP XXX: Advanced Applied Behavior Analysis
EDSP XXX: Seminar: Current Topics in Autism
EDSP XXX: Behavior Consultation
EDSP 674: Supporting Individuals with HFA
EDSP XXX: Autism: Capstone Research Project

Grants Awarded

An Analysis of Targeted Communication Training for Toddlers with Autism (TACT-TA)
Funding: University of Louisville
Principal Investigator: Gregory R. Mancil
Total Award: $9,879.00

Autism Speaks: Eastern Kentucky Autism Training Project
Funding: Autism Speaks
Principal Investigator: Gregory R. Mancil
Total award: $24,866.00

Scaling up Evidence-Based Practices for Learners with ASD in Kentucky
Funding: Kentucky Department of Education
Principal Investigators: Mancil, G.R., Grau, R.L., and Pennington, R.C.
Total Award: $350,000

Presentations at National and International Conferences

Boman, M., Mancil, G. R., & Mailloux, Z. (May, 2010). *Sensory integration from different perspectives*. Poster presented at the International Meeting for Autism Researchers (IMFAR), Philadelphia, PA (refereed conference)

Boman, M., & Mancil, G. R. (May, 2010). *Sensory disorders for individuals with ASD: Preferences for black versus white rooms.* Poster presented at the International Meeting for Autism Researchers (IMFAR), Philadelphia, PA (refereed conference)

Mancil, G. R. (May, 2010). *The use of IPod technology as an alternative and augmentation communication device for children with Autism.* Poster presented at the International Meeting for Autism Researchers (IMFAR), Philadelphia, PA (refereed conference)

Mancil, G. R., (March, 2010). *Effective strategies for students with autism applied within a system of PBS.* Paper presented at the 7th International Conference on Positive Behavior Support, St. Louis, MO (refereed conference).

Mancil, G. R., (March, 2010). *Differentiated effects of sensory interventions on correct responding in children with autism.* Poster presented at the 7th International Conference on Positive Behavior Support, St. Louis, MO (refereed conference).

Mancil, G. R., (March, 2010). *Effects of social stories on aberrant behavior of children with autism.* Poster presented at the 7th International Conference on Positive Behavior Support, St. Louis, MO (refereed conference).

Mancil, G. R., (October, 2009). *Using modified milieu therapy to enhance communication of young children with autism.* Paper presented at the 25th Annual Intervention Conference on Young Children with Special Needs & Their Families (accepted for presentation).

Mancil, G. R., (October, 2009). *Improving social skills using social stories: Low tech to high tech.* Paper presented at the 25th Annual Intervention Conference on Young Children with Special Needs & Their Families (accepted for presentation).

Mancil, G. R. (September, 2009). *Improving social stories with interactive computer-based social stories.* Paper presented at the 8th Biennial International Conference on Children and Youth with Behavioral Disorders. (refereed conference).

Mancil, G. R., & Haydon, T. (September, 2009). *Enhancing functional communication across environments in children with autism spectrum disorders.* Paper presented at the 8th Biennial International Conference on Children and Youth with Behavioral Disorders. (refereed conference).

Haydon, T., & Mancil, G. R. (September, 2009). *Using effective instructional delivery as a class-wide management tool.* Paper presented at the 8th Biennial International Conference on Children and Youth with Behavioral Disorders. (refereed conference).

Mancil, G. R. (April, 2010). *Sensory intervention effects on behavior and sleep patterns in children with autism.* Poster presented at CEC Convention and Expo, Nashville, TN (refereed conference).

Mancil, G. R. (April, 2010). *Improving social behaviors with interactive computer-based social stories.* Poster presented at CEC Convention and Expo, Nashville, TN (refereed conference).

Mancil, G. R. (April, 2010). *Using guided notes to improve note-taking skills and active class participation.* Poster presented at CEC Convention and Expo, Nashville, TN (refereed conference).

Mancil, G. R. (April, 2010). *Computer-*assisted *instruction for teaching academic skills to students with autism spectrum disorders (ASD).* Poster presented at CEC Convention and Expo, Nashville, TN (refereed conference).

Mancil, G.R. (February, 2010). *Improving Social Behaviors with Interactive Computer Based Social Stories.* Poster presented at Midwest Symposium for Leadership in Behavior Disorders conference, Kansas City, MI (refereed conference).

Mancil, G.R. (February, 2010). *Sensory Intervention Effects on Behavior and Sleep Patterns in Children with Autism.* Poster presented at Midwest Symposium for Leadership in Behavior Disorders conference, Kansas City, MI (refereed conference).

Boman, M., & Mancil, G. R. (October, 2009). *Executive function skills for college students with Asperger's: KAP circle of support.* Paper presented at the 33rd Annual TECBD Conference. (refereed conference).

Boman, M., & Mancil, G. R. (October, 2009). *Differentiated effects of sensory interventions on correct responding of children with ASD.* Paper presented at the 33rd Annual TECBD Conference. (refereed conference).

Mancil, G. R., & Delano, M. (October, 2009). *Effective strategies for students with autism as applied within a system of PBS.* Paper presented at the 33rd Annual TECBD Conference. (refereed conference).

Mancil, G. R., & Barber, B. (October, 2009). *Addressing executive functioning: Improving self-regulation and social interaction of children with autism*. Paper presented at the 33rd Annual TECBD Conference. (refereed conference).

Mancil, G. R. (October, 2009). *Effects of interactive computer social stories on pro-social behaviors.* Paper presented at the 33rd Annual TECBD Conference. (refereed conference).

Mancil, G. R. (July, 2009). *Functional assessment of sensory needs: An intervention guide for parents and teachers*. Paper presented at Autism Society of America 40th National Conference, St. Charles, IL (refereed conference).

Grau, R.L., & Chan, M. (November). *Kentucky Autism Training Center: Services, Resources and Supports*. American Council on Rural Special Education. Memphis, TN

Mancil, G. R., Pennington, R.C, & Grau, R.L. (November) *Kentucky Autism Training Center: Services, Resources and Supports*. Ohio Center for Autism and Low Incidence. Columbus, OH

Pennington, R.C. *Tools at your Fingertips: Emerging Technologies for Preservice and Inservice Teacher Training"* with Jason Gibson & Jason Carroll. Annual Conference for the Council for Exceptional Children, April 2010, Nashville, TN.

Pennington, R.C. *Computer-assisted Instruction for Teaching Academic Skills to Students with ASD.* Annual Conference for the Council for Exceptional Children, April 2010, Nashville, TN. Pennington, R.C. "A Review of Literature on Teaching Writing to Students with ASD" Annual Conference for the Council for Exceptional Children, April 2010, Nashville, TN.

Pennington, R.C. *Writing Instruction for Students with Autism and Low-incidence Disabilities* with Monica Delano. Annual Conference for the Council for Exceptional Children, April 2010, Nashville, TN.

Pennington, R.C. *Using Pixwriter and Simultaneous Prompting to Teach Storywriting to Students with Autism Spectrum Disorders.* with Jason Gibson, Annual Conference of the Assistive Technology Industry Association, January 2010, Orlando, FL.

Pennington, R.C. *Using Computer-assisted instruction to Teach Academic Skills to Students with ASD: A literature review* . Annual Conference of the Assistive Technology Industry Association, January 2010, Orlando, FL.

Pennington, R.C. *Professional Development and Consultation Solutions to Support Implementation of Assistive Technology*. with Jason Gibson, Annual Conference of the Assistive Technology Industry Association, January 2010, Orlando, FL.

Pennington, R.C. *Using Response Prompting and Computer-Assisted Instruction to Teach Generative writing to Students with Autism Spectrum Disorders.* with Jason Gibson, Annual Autism Conference of the Association for Behavior Analysis, January 2010, Chicago, IL.

Pennington, R.C. *Using Web-based Software to Train and Assess Teachers on the Use of Assistive Technology to Teach Writing to Students with ASD.* With Jason Gibson, Council for Exceptional Children: Teacher Education Division Annual Conference, November, 2009, Charlotte, NC.

Pennington, R.C. *Using Desktop Videoconferencing to Support Teacher Effectiveness*. with Jason Gibson Council for Exceptional Children: Teacher Education Division Annual Conference, November, 2009, Charlotte, NC.

Pennington, R.C. *Teaching Writing to Students with Autism and Low-Incidence Disabilities*. with Sarah Hawkins, Ohio Center for Low Incidence and Autism Annual Conference, November, 2009, Columbus, OH.

Publications

Gibson, J. L., Pennington, R., & Stenhoff, D. (2009). *Using desktop video conferencing to deliver interventions to a preschool student with autism*. Topics in Early Childhood Special Education, 29, 214-225.

Mancil, G. R. (2009). *Milieu therapy as a communication intervention: A review of the literature related to children with autism spectrum disorder*. Education and Training in Developmental Disabilities, 44, 105-117.

Mancil, G. R., & Barber, B. (February, 2009). *Using Restricted Interests to Improve Academic Engagement and Social Interactions of Children with Autism*. CEC Today.

Mancil, G. R., & Haydon, T., Whitby, P. (2009). *Differentiated effects of two social story™ formats, paper versus computer assisted, on inappropriate behavior in children with autism spectrum disorders*. Focus on Autism and Other Developmental Disabilities, 24, 205-215.

Mancil, G. R., Boyd, B. A., & Bedesem, P. (2009). *Parental stress and autism: Are there useful coping strategies?* Education and Training in Developmental Disabilities, 44, 523-537.

Mancil, G. R., Conroy, M. A., & Haydon, T. (2009). *Effects of a modified milieu therapy intervention on the social communicative behaviors of young children with autism spectrum disorder*. Journal of Autism and Developmental Disorders, 39, 149-163.

Pennington, R. (2009). *Exploring new waters: Writing instruction for students with autism.* Beyond Behavior, 19(1), 17-25.

Pennington, R. (2010). *Computer-assisted instruction for teaching academic skills to students with autism spectrum disorders: A review of literature*. Focus on Autism and Developmental Disabilities (Accepted)

Pennington, R. C., Horn, C., & Berrong, A. (2009). *An Evaluation of the Differences between Big City and Small Town Special Education Services for Students with Low Incidence Disabilities in Kentucky.* Rural Special Education Quarterly. 28, 3-9.

Whitby, P., & Mancil, G. R. (2009). *Academic Achievement Profiles of Children with High Functioning Autism and Asperger Syndrome: A Review of the Literature*. Education and Training in Developmental Disabilities, 44, 551-560.

Staff Bios

Katie Carnazzo, M.A., Coordinator

Katie Carnazzo, M.A. graduated from the University of Kansas with a master's 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 Itinerant Teacher in the Lawrence Public Schools working in elementary schools with children 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.

Maya Chan, Field Trainer

Maya Chan graduated from the University of Notre Dame with a bachelor's degree in Psychology and Pre-medicine, and has studied public health at Emory University. She is currently working toward a master's in Education at the University of Louisville. Prior to working at KATC, Ms. Chan facilitated vocational opportunities for adults with developmental disabilities. She continues to have a strong interest in employment and serves on the board for the Kentucky Association for Professionals in Supported Employment (KY APSE). Ms. Chan has also practiced ABA therapy and has assisted in research projects examining the prevalence and etiology of autism with the National Center for Birth Defects and Developmental Disabilities at the Centers for Disease Control and Prevention. In her current role at KATC, Ms. Chan will provide direct training and technical assistance to education staff, social and community personnel, counselors, job coaches and families.

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.

Diandre G. Thomas, Program Coordinator

Diandre Glover Thomas graduated from the University of Louisville with a bachelor's degree in Communications. She previously worked for Louisville Public Media, Louisville's NPR affiliate station, where she coordinated radio programs, accounts receivable, billing and scheduling on air announcements for public radio underwriters. In her current role, Ms. Thomas plans KATC's

workshops and events, develops program marketing materials, maintains KATC's website, assists with the quarterly newsletter and many other administrative responsibilities.

Rebecca Grau, M.P.A, Assistant Director
Rebecca Grau graduated with a master's 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.

Emily Kirkham, Field Training Coordinator
Emily Kirkham graduated from the University of Louisville with a bachelor's 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.

G. Richmond Mancil, Ph.D. Executive Director
G. Richmond Mancil, Ph.D, joined the staff at the KATC in July 2009. Dr. Mancil has an appointment in the Department of Special Education, College of Education and Human Development. G. Richmond Mancil, Ph.D. graduated from the University of Florida with an emphasis on autism spectrum disorders (ASD) and behavior analysis. Prior to assuming the role as Director of the KATC, Dr. Mancil was the assistant director at the Kelly Autism Program. In the past, he has worked on several research grants related to examining the social communicative behaviors of young children with ASD and training grants focused on improving education for all children with ASD. In addition, he has trained parents to teach nonverbal children communication systems and how to socially interact within the family network and with peers. Dr. Mancil also has provided consultation on working with adults with ASD. He has taught courses on the characteristics of autism, behavior management for children with autism, assessment and diagnosis of autism, and communication for children with autism. He has numerous publications in journals such as the Journal of Autism and Developmental Disorders and Focus on Autism and Developmental Disabilities. Dr. Mancil presents nationally and internationally on topics related to improving services for individuals on the autism spectrum at such conferences as the Council for Exceptional Children and the International Meeting for Autism Researchers.

Robert Pennington, Ph.D., Assistant Director of Training
Robert C. Pennington is the assistant director of training at the Kentucky Autism Training Center (KATC) and an instructor in the department of special education. He earned his PhD at the University of Kentucky and has over 20 years of experience in working with individuals with disabilities and their families in school and communities contexts. He has served as a classroom teacher and district technical assistance provider, and piloted Jefferson County Public Schools' first autism inclusion model (AIM). His research interests include autism spectrum disorders, applied behavior analysis, writing instruction, and teacher preparation. He frequently provides professional development to educators across Kentucky and presents research data at national professional conferences (i.e., Council for Exceptional Children, Association of Behavior Analysis International, Council on Rural Special Education).

Deric Toney, M.A., Field Trainer
Deric Toney has worked with young adults with autism in community, home and employment settings for three years. He graduated from the University of Louisville with a bachelor's degree with an emphasis in experimental psychology. He proceeded to earn a Master's degree from Spalding University in Applied Behavior Analysis. As a graduate student, Deric had extensive experiences in an intensive care facility and an adult day training program for adults with disabilities. At these sites he helped develop and implement behavioral interventions, conducted staff training, participated in data collection, and assisted clients with leisure and work tasks. His research interests include behavior analysis, autism spectrum disorder, and communication. At the KATC, Mr. Toney provides direct training and technical assistance to education staff, social and community personnel, counselors, job coaches and families.

Julie Stewart, Field Training Coordinator
Julie Stewart graduated from Berea College with a bachelor's degree in Child and Family Studies with an emphasis in Interdisciplinary Early Childhood Education. Following graduation she was the lead preschool teacher at Paris Elementary, a program supporting students with and without disabilities, for two years. She attended graduate school at the University of Washington—Seattle, graduating with her master's in Early Childhood Special Education. While a graduate student, Julie, worked in a variety of early childhood classrooms, although most of her time was spent working in the Project DATA (Developmentally Appropriate Treatment for Autism) program. This program was a behaviorally based extended school-day program for preschoolers with Autism Spectrum Disorders. Also while in Seattle, Julie worked as an in-home behavior therapist for a family of a toddler with autism. Currently, in her role at the KATC, Julie provides direct training and technical assistance to education staff, social and community personnel, counselors, job coaches and families.

Expenditures

Expenditure by funding source

	Council on Postsecondary Education	Kentucky Department Education	State General Fund	KATC Income Fund	Overall Total
Salary	160,781.48	126,965.86	80,646.80		368,394.14
Benefits	35,458.46	32,023.62	23,115.46		90,597.54
Operating Expense	93,307.27	41,491.54	56,449.11	58,857.28	250,105.20
Travel	10,697.45	8,371.83	20,913.19	9,828.35	49,810.82
F&A		19,852.00			19,852.00
Total Expenses	300,244.66	228,704.85	181,124.56	68,685.63	778,759.70
Revenue				77,062.33	77,062.33

Expenditure by category