



Kentucky Department Of Education Autism Initiative

Kentucky's Autism Initiative

In Kentucky, an estimated 28,000 individuals live with an autism spectrum disorder (ASD). Their families, schools and communities are affected by autism. While no known cure for autism exists, there is consensus that early diagnosis followed by appropriate intervention can improve outcomes for most individuals with autism. Education-based services are currently the primary form of treatment for autism. Each individual with ASD accrues about \$3.2 million in costs to society over his or her lifetime, with lost productivity and adult care being the most expensive components, according to a report in the April 2008 issue of Archives of Pediatrics & Adolescent Medicine.

Kentucky was chosen, in a national grant application process, as one of three states selected to partner with the National Professional Development Center on Autism Spectrum Disorders, a group of national experts in autism (i.e., FPG Child Development Institute at University of North Carolina- Chapel Hill, Waisman Center at University of Wisconsin – Madison, and the M.I.N.D. Institute at the University of California/ Davis Medical School). The National ASD Center has been charged with creating a model for translating ASD research into practice on a large scale by building the capacity of educators, schools, and communities on a statewide level. Therefore, beginning in January 2009, the National Center on ASD will provide Kentucky with professional development, training and technical assistance to support our implementation of evidence-based practices for early intervention, intervention and education of students with autism. In addition, the Center will assist Kentucky to establish ASD model sites at the preschool, elementary, middle and high school level, which will demonstrate evidence-based interventions and effective practices for measuring and evaluating child, family, practitioner and system-level outcomes.

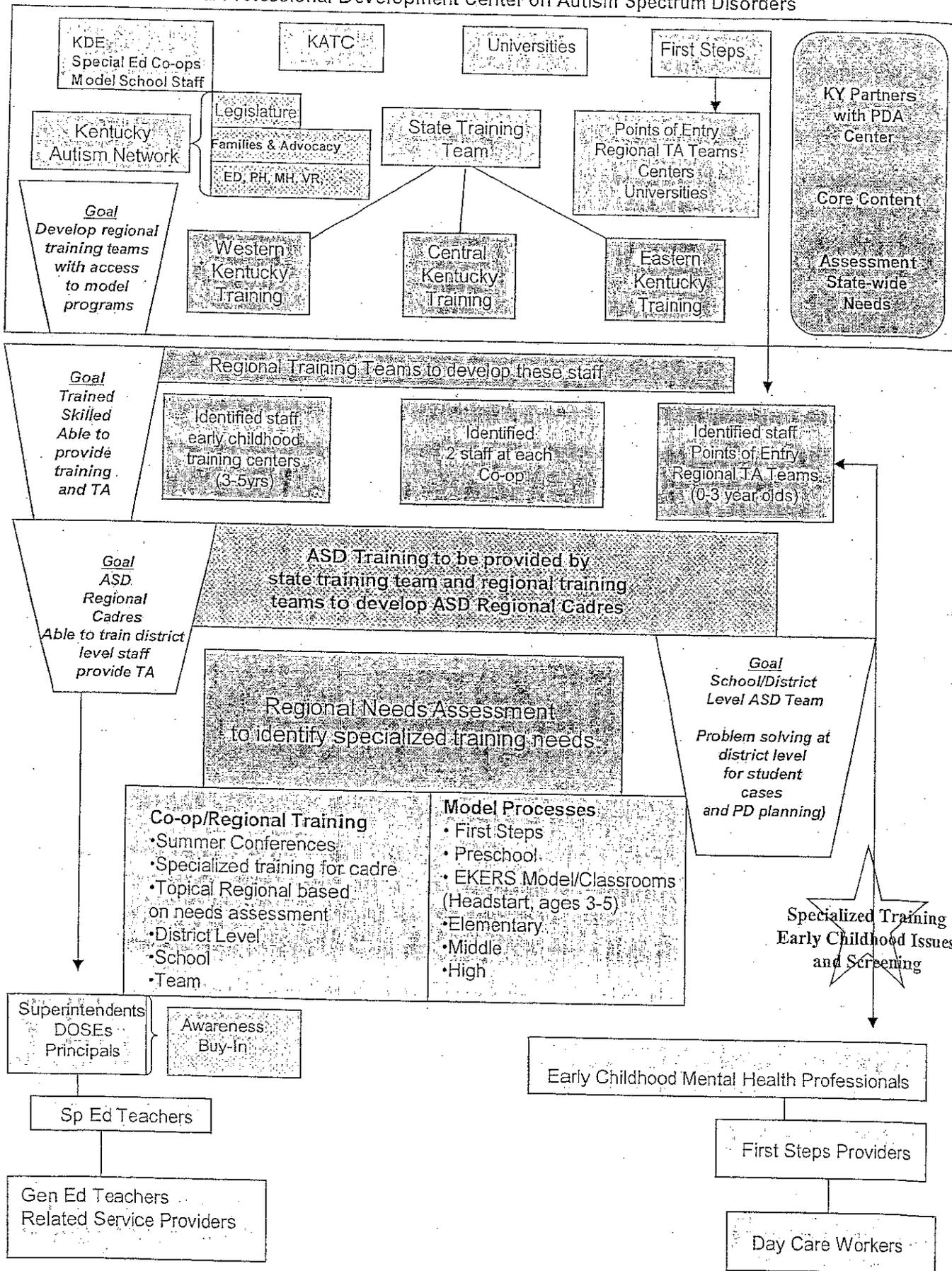
The Kentucky Department of Education, in partnership with the National Center on ASD, the Kentucky Autism Training Center (KATC) and other stakeholders, has developed a state plan to build the capacity of all school districts to educate students with ASD. Our Kentucky Vision is to create a statewide training/ technical assistance network of support which reaches into every school and district to promote:

- The early identification of children with ASD
- An increase in the number of highly qualified personnel (particularly teachers and practitioners) serving children and youth with ASD, who are competent in implementing evidence-based practices
- A sustainable system of ongoing professional development and technical assistance to support students with ASD
- Improved educational outcomes for children and youth with ASD, including:
 - Effective communication systems, positive behavioral supports, and improved social skills/ interactions
 - Enhanced access and learning within the general education curriculum and classrooms
 - Improved transition planning and measureable positive post-school outcomes

The Kentucky Department of Education and the Kentucky Autism Training Center will have lead roles in developing this network. Leadership further extends through the state's eleven regional Special Education Cooperatives, who have the capacity to create and sustain change at the local level and are essential for developing and maintaining a system of ongoing professional development, training, and coaching for teachers and administrators. Regional ASD Teams are being created at the coops to lead and train cadres of individuals recruited from every area school district (2009-2010). These ASD Cadre members, once trained, will begin to provide leadership in their own district to build local ASD capacity, provide consultation/technical assistance around evidence-based practices, and create local district ASD Problem-Solving Teams (2010-2012). The state plan also envisions significant collaboration among higher education, education, early childhood and mental health professionals, and incorporates planning for First Steps and physician/ community awareness of ASD.

Appendix C

KYASD State Team Vision and Linkage to Activities Associated with National Professional Development Center on Autism Spectrum Disorders





**MEMORANDUM OF UNDERSTANDING (MOU)
AGREEMENT FOR PARTICIPATION IN STATE
ASD INITIATIVE/REGIONAL ASD CADRE**

THIS AGREEMENT, is made and entered into on this ____ day of _____ 2010, between

_____ School District and Caveland Educational Support Center (CESC).

We agree as follows:

Article 1 – Statement of Work

The Autism Spectrum Disorder (ASD) State Initiative is a partnership between the Kentucky Department of Education (KDE), the Kentucky Autism Training Center (KATC) and the National Professional Development Center on ASD (NPDC). As part of this State Initiative, each special education cooperative in KY is to develop a Regional Autism Cadre, comprised of 2-3 members from the local regional cooperative and 2-4 members from each local school district within the region.

Caveland Regional Autism Team is under the direction of Pam Coe and Deb Myers from Caveland Educational Support Center (CESC). CESC staff will use reasonable efforts to perform the work as described below. The Participating District's Director of Special Education, _____, agrees to fulfill the responsibilities of being a participating District as described below.

The purpose of the Regional Autism Team is to:

- Participate in Kentucky state level initiative on (ASD) with statewide training and collegial support;
- Improve educational services and outcomes for students with Autism Spectrum Disorders (ASD) in the Caveland Region;
- Increase awareness of ASD characteristics and evidence-based practices for all school personnel within Caveland districts;
- Build capacity within the Caveland region and within each school district in the area of ASD;
- Establish leaders on ASD within the Caveland Region and within the districts who have skills in evidence-based practices, problem-solving process, and consultation/coaching in order to provide support to other professionals within their own district;
- Improve Technical Assistance and Outcomes for students with ASD within Caveland districts in the future.

Article 2 – Period of Performance

The period of performance under this MOU is January 1, 2010 through December 30, 2012.

Article 3 – Responsibilities and Benefits

Caveland Educational Support Center will fulfill the following responsibilities:

- Provide opportunities for professional development, with a focus on the 24 evidence-based practices for students with ASD;
- Organize and lead or co-lead an active ASD problem-solving team in Caveland region to design effective plans for students with ASD;
- Maintain close communication with members of the Caveland ASD cadre via email, phone, and in person;
- Provide collegial networking opportunity amongst members of the regional ASD cadre;

- Provide on-site technical assistance and coaching for members of the regional ASD cadre;
- Provide opportunities to learn, study, and practice a uniform ASD problem-solving process;
- Provide materials via electronic file;
- Notify liaisons of regional ASD cadre regarding schedule changes.

As a member of the Caveland ASD Cadre, district participants will fulfill the following responsibilities:

- Regularly attend monthly cadre meetings (maximum of 2 absences per year);
- Provide communication to district leadership and other professionals regarding ASD initiative;
- Complete ASD online course;
- Study and test knowledge of evidence-based practices (EBPs) trained through regional ASD cadre;
- Complete EBP inventory two times/year;
- Review and use EBP briefs and modules (provided by National Professional Development Center at University of North Carolina (NPDC/UNC) regarding evidence-based practices for students with ASD);
- Demonstrate competence using/implementing evidence based practices by use of EBP implementation checklists with a student with ASD in your district (can accomplish via consult/collaboration with a current teacher of students with ASD);
- Demonstrate competence in team-based problem-solving process involving ASD issues.

Within the district, the Cadre Member will complete the following responsibilities:

- Provide project awareness & communication to district leaders (i.e., Superintendent, DoSE, Central Office leaders, Principals);
- Conduct (or schedule a regional trainer to provide) ASD "Awareness" sessions for district leaders, administrators, special educators and/or school faculty regarding common ASD student characteristics and key strategies (includes Superintendent, DoSE, principals, teachers, etc);
- Serve as a member of an ASD team of multi-disciplinary individuals within the district to design effective plans for students with ASD;
- Organize and lead or co-lead an active ASD problem-solving team within the district by or before 2011-2012;
- Provide (or broker) training and on-site coaching for general and special education teachers of students with ASD within the district;
- Consult with teachers and administrators within the district regarding program and intervention planning for students with ASD in the district;
- Bring student case data (which is confidentiality-protected) to the Regional ASD Problem-Solving Team for discussion/group problem-solving.

The Participating District will:

- Ensure team member attendance at all professional development events;
- Provide release time for attendance at regional ASD cadre meetings, for assistance to district personnel in ASD intervention with consultation and classroom coaching, problem-solving team meetings, etc;
- Support travel expenses for regional training /monthly cadre meetings;
- Support expenses related to appropriate materials/resources needed for initiative;
- Provide access to all school personnel and leadership /communication support for district-wide ASD training and coaching and team based problem-solving.
- Provide materials/resources as indicated for long distance professional development events (computer, web camera, etc);

Article 4 - Amendments

Any agreement to change the terms of this MOU shall be valid only if the change is made in writing and signed by authorized representatives of both parties.

By _____ Date _____
 Pam Coe, Director
 Caveland Educational Support Center

By _____ Date _____
Debra Myers, Project Staff
Cleveland Educational Support Center

By _____ Date _____
Paula Borland, Project Staff
Cleveland Educational Support Center

By _____ Date _____
Director of Special Education
Participating District

By _____ Date _____
Principal
Participating District

By _____ Date _____
Title: _____
Participating District

Evidence Base for Individuals with ASD Trained in GRREC

Evidence-based Strategy	Module-Date of Training
Behavioral Strategies	
• Prompting	Module 4 & 5 - Nov. 2010; Jan & Feb 2011
• Reinforcement	Module 3 - September 2010
• Task analysis and chaining	Module 4 - Nov 2010 & January 2011
• Time delay	Module 4 - Nov 2010 & January 2011
Computer-aided Instruction	
Differential Reinforcement	Module 3 - September 2010
Discrete Trial Training	Module 4 - Nov 2010 & January 2011
Extinction	Module 3 - September 2010
Functional Behavior Assessment	Module 2 - March 2010
Functional Communication Training	Module 3 - September 2010
Naturalistic Interventions	Module 8 - November 2011
Parent-implemented Intervention	
PECS	Module 8 – November 2011
Peer Mediated Instruction/Intervention	Module 10 & 12 – March/September 2012 & January 2013
Pivotal Response Training	Module 8 - November 2011
Response Interruption/Redirection	Module 3 - September 2010
Self-management	Module 12- January 2013
Social Skills Training	Module 10 & 12 – March/September 2012 & January 2013
Social Stories	Module 10 – March & September 2012
Stimulus Control/Environ Modification	Module 3 - September 2010
Structured Work Systems	Module 11 – September & October 2012
Video Modeling	Module 12 - January 2013
Visual Supports	Module 11 - September & October 2012
VOCA/SGD (speech gen. devices)	Module 6 - March 2011

Other Modules:

- Module 1 – KDE Initiative & Characteristics of ASD – January 2010
- Module 9 - Asperger's Syndrome and High Functioning Autism – January 2012
- Module - ASD Problem-solving Model – September 2011
- Module - Problem-solving Teams – April 2013
- Module - Coaching