

## **Badgett, Shelley P**

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**From:** Taylor, R. Larry <r0tayl05@exchange.louisville.edu>  
**Sent:** Monday, April 24, 2017 8:19 AM  
**To:** Badgett, Shelley P  
**Subject:** FW: ASD District Training Site Application/Marion County Schools

Ms. Badgett, I am forward this email because I had a typo in the original notice, and the email bounced back. Sorry, Larry

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**From:** "Taylor, R. Larry" <r0tayl05@exchange.louisville.edu>  
**Date:** Monday, April 24, 2017 at 8:15 AM  
**To:** "shelly.badgett@marion.kyschools.us" <shelly.badgett@marion.kyschools.us>  
**Cc:** "annettee.robinson@marion.kyschools.us" <annettee.robinson@marion.kyschools.us>, "shannon.sparkman@marion.kyschools.us" <shannon.sparkman@marion.kyschools.us>, "joanne.tyler@marion.kyschools.us" <joanne.tyler@marion.kyschools.us>, "amy.willis@marion.kyschools.us" <amy.willis@marion.kyschools.us>, Laura Lee Ferguson <laura.ferguson@louisville.edu>, Sally Miracle <sally@cksec.org>  
**Subject:** ASD District Training Site Application/Marion County Schools

Dear Director Badgett,

Congratulations! This email is to confirm that your application for Marion County Schools to participate in the Autism Training Site Process with the Kentucky Autism Training Center (KATC) has been accepted. Many more schools and districts applied to participate in this process than we have the capacity to accept. One of the essential criterion to become an ASD Training Site is the commitment to ongoing professional growth as demonstrated in your application. Previous training sites have reported that many of the practices learned for students with autism have provided incidental benefit to other students in their school and, I hope this will be the situation for Marion County Schools.

Laura Ferguson is the Field Training Coordinator assigned to your school. Laura will be coordinating the training and the follow up technical assistance. KATC personnel look forward to supporting your efforts to learn more about how to meet the needs of our students with autism.

If you have questions or need additional information let me know.

Thanks,

Larry

***R. Larry Taylor, Executive Director***

### **Kentucky Autism Training Center**

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Louisville, KY 40217

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# UNIVERSITY OF LOUISVILLE

## KENTUCKY AUTISM TRAINING CENTER

### **ASD District Level Training Site Application**

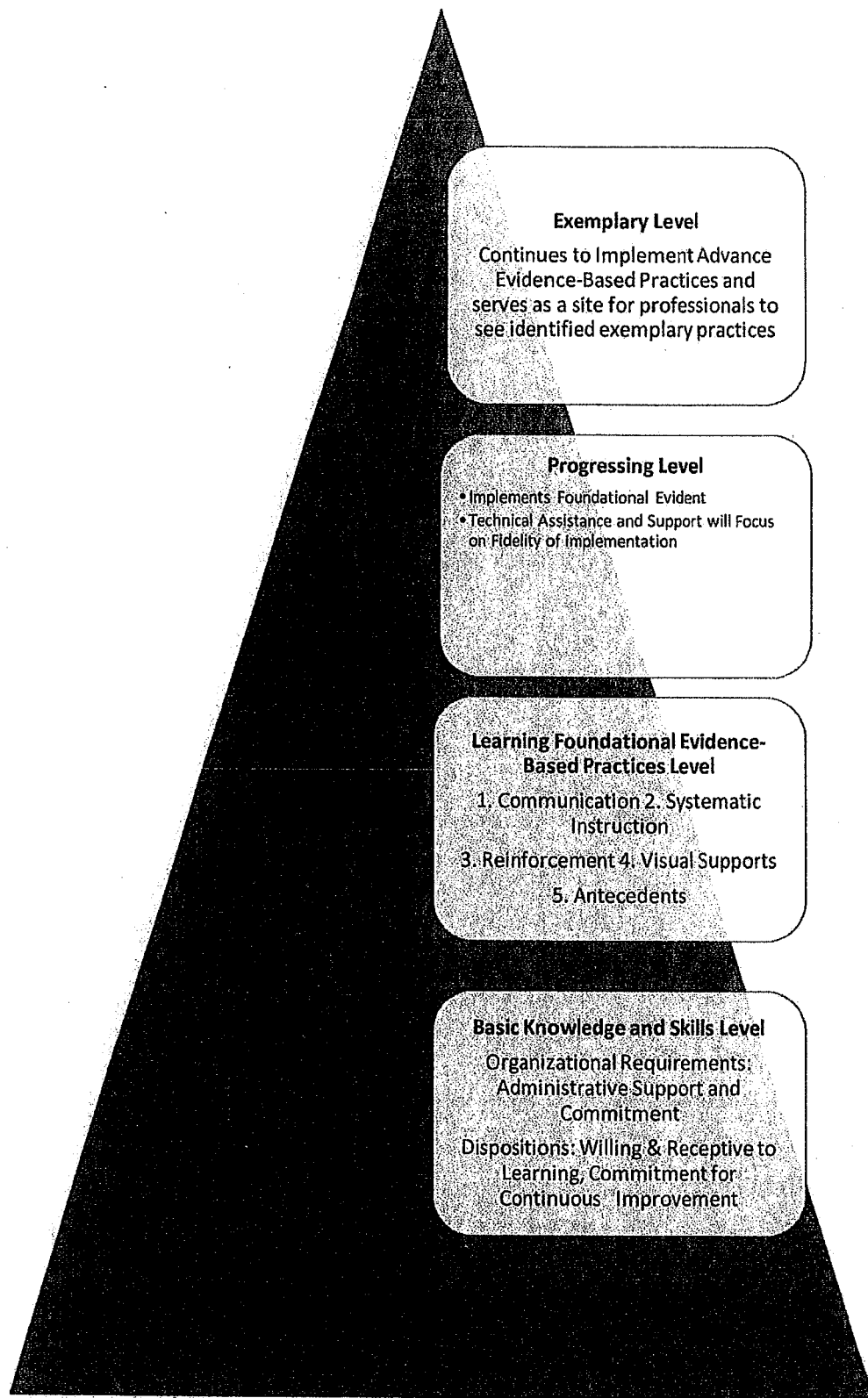
Return application the KATC by e-mail [rlarry.taylor@louisville.edu](mailto:rlarry.taylor@louisville.edu)  
no later than March 31, 2017

#### **Introduction**

The Kentucky Autism Training Center (KATC), in partnership with the Kentucky Department of Education (KDE), provides learning opportunities to professionals and parents of students with autism. These opportunities are designed to increase the positive outcomes for learners with autism by the time they exit their high school experience. An initiative that has been of benefit to local schools over the past seven years is the establishment of "Training Sites". Previously, schools applied to participate, and if accepted, received focused onsite technical assistance from KATC, and consultants from the Regional Special Education Coop, to enhance the school personnel's skills to serve students with autism. While KATC is continuing to support the school level initiative, we are now offering the option for school districts to apply to be a District Level Training Site. Like the school level initiative, KATC will provide ongoing technical assistance and training. However, the District Level Training Site will be focused on providing district and school leadership the support to develop the capacity within the district to meet the needs of students with autism.

#### **Determining Level of Support**

Upon acceptance as a KATC Training Site, the KATC Field Training Coordinator assigned to the district will work with district and school personnel to determine the level of support appropriate for the particular training site. Over the past seven years, KATC personnel have learned that different educators begin this process at varying levels of expertise. Tiered supports to meet the level of participants has proven to be the most beneficial in building expertise. When foundational skills are assessed, modeling of evidence based practices will be introduced. The following figure will provide a visual representation of the differentiated levels of support provided to the KATC Training Sites:



*Support of the KATC School Initiative along the continuum beginning at the Basic Knowledge and Skills Level.*

### **Evidence Based Practices: The Foundation**

While many interventions for autism exist, only some have been shown to be effective through scientific research. Interventions that researchers have shown to be effective are called evidence-based practices (EBPs). Several groups have sought to identify evidence-based practices for autism treatment (National Professional Development Center on Autism-NPDCA, National Autism Center-NAC), the groups' findings overlap significantly and the KATC draws on interventions identified across organizations. One group, the NPDCA on ASD, uses rigorous criteria to determine whether a practice is evidence-based. Currently, the Center has identified 27 evidence-based practices. Please note that every identified practice is not necessarily appropriate for every learner and in every context. Practices are most effective when carefully matched to learners' specific needs and characteristics.

### **Selection Criterion for Participation**

- ✓ Administrative support and engagement
- ✓ Districts that serves students with autism
- ✓ Districts that have demonstrated responsiveness to professional learning
- ✓ Commitment to engage with the involvement with the regional cooperative consultant
- ✓ District and school personnel demonstrating a desire to build capacity
- ✓ Commitment to participate in regional cadre trainings related to autism and other professional learning opportunities

### **General Guidelines**

- ✓ Districts may apply for multiple classrooms
- ✓ Districts may apply for a district training site for multiple schools and involves district level personnel to implement each training site
- ✓ All classroom staff and related service staff must review the application and sign to show their commitment
- ✓ Teacher completes the application questions

## Roles/Expectations of Training Site Project Partners

### **District Personnel Responsibilities:**

- Make necessary program modifications as determined by technical assistance team (school, district, cooperative, and KATC staff)
- Attend district and school based trainings on the use of evidence-based practices
- Attend regional training opportunities
- Communicate with school personnel the implementation of evidence-based practices
- Obtain consent & University of Louisville media releases for all students, district, and school personnel involved in the training sites
- Communicate with KATC and cooperative consultant a minimum of 1x monthly for an implementation impact report
- Include both the cooperative staff and KATC staff assigned team members
- Require school personnel to share with district personnel the ongoing progress to family members

### **KATC responsibilities:**

- Provide orientation training for all participants involved in the training site process
- During initial visit at school sites determine program goals through observation
- Visit school sites at least 1x per month with TA provider from cooperative and/or district
- Communicate at least 1x between monthly visits with school teams (communicate as much as necessary to support team)
- Send monthly visit updates
- Provide technical assistance and training to school team on evidence-based practices