

Annual Report
Indiana Resource Center for Autism
Introduction

The Indiana Resource Center for Autism staff conduct outreach training and consultations, engage in research, and develop and disseminate information focused on building the capacity of local communities, organizations, agencies, and families to support children and adults across the autism spectrum in typical work, school, home, and community settings. The Indiana Resource Center for Autism does not promote one method or a single intervention. Instead, IRCA staff strive to address the specific needs of the individual by providing information and training on a variety of strategies and methods. Specifically, the Indiana Resource Center for Autism staff engages in the following activities:

- ❖ Conduct outreach training (e.g., conferences, regional and statewide workshops, university courses, practicum opportunities, parent support groups) regarding positive behavior supports and evidence-based practices for teaching and supporting individuals with autism spectrum disorders across community, home, work and school settings;
- ❖ Engage in individual consultations with the goal of facilitating an understanding of the issues, promoting collaboration among team members, and suggesting services and resources;
- ❖ Train and provide ongoing support to school teams to enhance programs and build local capacity to better educate individuals across the autism spectrum;
- ❖ Conduct research that provides information to enhance quality programming for persons on the autism spectrum and that informs policy decisions;
- ❖ Maintain relevant data-bases and utilize them for documentation, research, and evaluation purposes;
- ❖ Serve as a state clearinghouse for information about autism spectrum disorders by responding to individual requests for information, maintaining a library collection of relevant books and videos for public distribution, and monitoring current information on external resources, trends, policies, services, current treatments, workshops and so forth.
- ❖ Produce and disseminate information for professionals and families on autism spectrum disorders through newsletters, brochures, print, videotapes, and via the web; and
- ❖ Evaluate materials and training to determine impact and need for change.

The following report documents the accomplishments of the Indiana Resource Center for Autism from July 2008-June 2009 in the areas of local-capacity building, information development and dissemination, research, interdisciplinary training, technical assistance, and in miscellaneous areas. The IRCA is part of Indiana's University Center for Excellence on Disabilities (UCE). More information about the accomplishments of the IRCA in relation to the overall activities of the Indiana Institute on Disability and Community can be gained by reading the UCE core grant reports and the Indiana Institute annual report.

Capacity Building

A focus of the Indiana Resource Center for Autism is on providing professionals and family members with the knowledge and skills to support individuals with autism spectrum disorders in their local communities. A major activity in promoting this area of focus has been the Autism Team Training. During the past 15 years, Indiana Resource Center for Autism (IRCA) staff have trained 322 teams (over 2300 family members and professionals) from local special education planning districts across Indiana to address the diverse learning needs of students across the autism spectrum. During 2008-2009, 26 additional teams were trained. Overall goals of the training have been to:

- ❖ Build local capacity to establish and implement proactive and positive programming for students with autism spectrum disorders.
- ❖ Foster the development of observational skills for working with students/individuals with autism spectrum disorder and to provide current information about the diverse range of individuals who exhibit characteristics associated with autism spectrum disorders.
- ❖ Assist local teams to work in a collaborative manner and as part of the IRCA team.

Team members attend three two-day training sessions conducted in Bloomington. Teams represent general and special educators, related services personnel, general and special education administrators, and family members. The main components of the training include, but are not limited to: educational programming and instructional strategies, characteristics of Autism/Asperger's Disorder, teaming, curriculum development and classroom modifications, diagnosis and assessment, functional assessment of challenging behavior, positive behavior support, communication strategies, transition planning, sensory issues, early intervention, and social skills development.

Each participant receives an extensive manual containing outlines of presentations, forms, articles, and other materials. The goal is to provide participants with sufficient

information that enables them to share materials with others in their district and to conduct training at the local level.

Participants who attend all 6 days of training receive a certificate of completion. Three hours of graduate course credit are offered to participants through Indiana University. Fifteen participants chose to register for graduate credit during this cycle of training. The goal is to provide another mechanism for receiving course credit for professionals who are teaching with a limited license.

At the end of the training, each team is asked to submit a plan of action. As part of the plan, teams are asked how IRCA staff can support local efforts. Overall, teams ask for assistance in presenting information to others, in working closely with IRCA staff on individual cases, and in receiving updated information. Follow-up support is currently being offered to all 322 teams.

All of our districts have identified an autism mentor/coach/leader in their district. IRCA maintains ongoing contact with this group via a listserv that allows us to share information and allows district leaders to network with each other. Approximately 800 messages were sent out from IRCA last year via the listserv. In addition, IRCA staff have visited with numerous teams and have worked with various regional roundtables to continually nurture these teams. For the year, 70 of these meetings were conducted to an audience of over 500. Two statewide meetings were held in which chapter leaders learned about technology and social pragmatics.

Information concerning the Autism Team Training has been disseminated via newsletter articles published in the Indiana Resource Center for Autism *Reporter*, through presentations at national conferences, and through personal correspondences with local directors of special education. Several other states (e.g., Illinois, Ohio, Louisiana, Arizona) continue to contact IRCA concerning the team training. In addition, the IRCA Director serves on Advisory Boards to assist with efforts in Illinois. IRCA staff are also involved in a national network called NATTAP that is focused on building statewide capacity nationally. This organization allows states to share resources and strategies.

Requests for the Autism Team Training continue. During the spring of 2009, letters were sent to local directors of special education inviting their participation in another round of training. Twenty-eight teams were accepted.

Dissemination

Every year, the Indiana Resource Center for Autism develops and disseminates print and video material. During 2008-2009, the Indiana Resource Center for Autism disseminated video and print material across the United States and to numerous countries. Individuals receiving this information represented various disciplines, including directors of special education, general and special education teachers, adult agency personnel, university personnel, psychologists, therapists, physicians, and family members.

At times, those requesting information ask to be placed on the IRCA mailing list to ensure that they are sent ongoing information regarding training activities and/or regular editions of the *IRCA Reporter*. The total number of recipients is 12692 up from 12557 last year. The following table illustrates the categories of individuals currently on the IRCA mailing list. During the next year, IRCA will move toward an online newsletter.

Mailing List Statistical Report

Category	Number
Person with a Disability	36
Parent/Guardian	3986
Family Member	294
Early Intervention Provider	510
Related Services	2753
School Personnel	2940
Adult Providers	181
Medical/Diagnostic Personnel	268
Other Professionals	681
Advocacy Organizations	83
Organizations	370
Other	590
TOTAL	12692

Video Dissemination

The following table provides a list of videos developed and disseminated by the IRCA. Total dissemination of videos equaled 119.

Video Statistical Report

Title of Videotape	2008-2009
Autism: Being Friends	7
Developing Friendships	2
Finding Out What Works	99
Health Care Desensitization	2
Sense of Belonging	1
Untapped Talents	4
We've Climbed Mountains	4
Total	119

Print Material Dissemination

The Indiana Resource Center for Autism maintains a library of print materials that are written in an understandable format for the general public. Written products include the IRCA brochure, **IRCA Reporter**, articles, and other products.

The Indiana Resource Center for Autism brochure is available in large print and Braille upon request. Approximately 20,000 brochures have been disseminated worldwide.

Another source of information is the Indiana Resource Center for Autism newsletter, **The Reporter**. Three issues have provided information on behavior supports, communication, social interactions, assessment, services in Indiana and other relevant issues. The newsletter is free to professionals, family members, and interested others in Indiana. During the past year, approximately 45,000 copies of the newsletter were disseminated both within and outside Indiana. The following table illustrates the number of individuals in each Indiana County who received the IRCA newsletter. In the past 14 years, the number of subscribers has more than tripled and continues to increase each year. In addition, newsletter articles are reproduced in newsletters across the United States, including Wisconsin, Maryland, Illinois, Louisiana and others.

Individuals Receiving IRCA Newsletter by County

County Number	County	Subscriptions
01	Adams	47
02	Allen	526
03	Bartholomew	279
04	Benton	31
05	Blackford	18
06	Boone	115
07	Brown	57
08	Carroll	26
09	Cass	62
10	Clark	224
11	Clay	32
12	Clinton	42
13	Crawford	18
14	Daviess	58
15	Dearborn	91
16	Decatur	76
17	Dekalb	61
18	Delaware	221
19	Dubois	136
20	Elkhart	213
21	Fayette	65
22	Floyd	187
23	Fountain	29
24	Franklin	54
25	Fulton	39
26	Gibson	52
27	Grant	163
28	Greene	83
29	Hamilton	816
30	Hancock	112
31	Harrison	102
32	Hendricks	291
33	Henry	79
34	Howard	130
35	Huntington	85
36	Jackson	145

County Number	County	Subscriptions
37	Jasper	90
38	Jay	45
39	Jefferson	120
40	Jennings	99
41	Johnson	269
42	Knox	83
43	Kosciusko	162
44	Lagrange	35
45	Lake	644
46	Laporte	177
47	Lawrence	127
48	Madison	210
49	Marion	1,708
50	Marshall	74
51	Martin	32
52	Miami	59
53	Monroe	565
54	Montgomery	82
55	Morgan	188
56	Newton	29
57	Noble	112
58	Ohio	17
59	Orange	50
60	Owen	63
61	Parke	26
62	Perry	40
63	Pike	31
64	Porter	244
65	Posey	26
66	Pulaski	29
67	Putnam	109
68	Randolph	44
69	Ripley	103
70	Rush	33
71	St. Joseph	333
72	Scott	49
73	Shelby	61
74	Spencer	24
75	Starke	22
76	Steuben	48

County Number	County	Subscriptions
77	Sullivan	48
78	Switzerland	16
79	Tippecanoe	238
80	Tipton	25
81	Union	29
82	Vanderburgh	213
83	Vermillion	25
84	Vigo	223
85	Wabash	73
86	Warren	9
87	Warrick	78
88	Washington	41
89	Wayne	138
90	Wells	47
91	White	42
92	Whitley	78
	Out of State/Country	342
Grand Total		12,692

Publication Dissemination

Over the years, the Indiana Resource Center for Autism staff have written booklets and other publications. In addition, a training module accompanies each training event. The following table illustrates the number of publications sold or distributed through the Indiana Resource Center for Autism resource room, or disseminated in conjunction with training events.

Publication Dissemination

Publications	2008-2009
Community Assessments in the Personal Management Domain	1
Early Intervention for Young Children with Autism Spectrum Disorders	4
Facts about Autism	31
Spanish Edition	48
Developing a Functional and Longitudinal Individual Plan	6
Enhancing Communication in Individuals with Autism Through the Use of Pictures and Words Symbols	58
Functional School Activities I	9
Growing Towards Independence by Learning Functional Skills and Behaviors	9
Learning to be Independent and Responsible	19
Learning Self-care Skills	7
Reading	5
Sex Education: Issues for the Person with Autism	7
Toileting	18
Helpful Responses to Some of the Behaviors of Individuals with Autism	72
Helping People with Autism Manage Their Behavior	0
Spanish Edition	25
Identifying High Functioning Children with Autism	4
Job Seeker	3
Learning Together	2
Spanish Edition	16
Korean Edition	1
Let Community Employment be the Goal for Individuals with Autism	1
Record Book for Individuals with Autism	5
Some Social Communication Skill Objectives and Teaching Strategies for People with Autism	9
Some Interpersonal Social Skill Objectives and Teaching Strategies for People with Autism	9
Teaching Community Skills and Behaviors to Students with Autism or Related Problems of Communication and Social Interaction	6
When Your Child is Diagnosed With An Autism Spectrum Disorder	20000

Publications	2008-2009
WH Question Comprehension	18
Training Modules/Manuals	27000
TOTALS	47,393

PUBLICATIONS

In addition to the publications listed above, IRCA staff worked on the following publications during 2008-2009. This list does not include all newsletter articles.

Refereed Journal Articles

Bellini, S., & Peters, J. (2008). Social skills training. *Child and Adolescent Psychiatric Clinics of North America*, 17(4), 857-873.

Books

Bellini, S. (2008). *Building social relationships: A systematic approach to teaching social interaction skills to children and adolescents with autism spectrum disorders and other social difficulties* (textbook ed.). Shawnee Mission, KS: Autism Asperger Publishing.

Book Chapters

Pratt, C. (2008). Learners on the autism spectrum: Preparing highly qualified educators. In K. D. Buron & P. Wolfberg (Eds.), *Teaching a different way of behaving: Positive behavior supports* (pp. 160-181). Shawnee Mission, KS: Autism Asperger Publishing Company.

Wheeler, M. J. (2008). An introduction to possible biomedical causes and treatments for autism spectrum disorders. In M. V. Pillai (Ed.), *Exploring autism* (pp. 118-127). Punjagutta, Hyderabad, India: Icfai University Press.

Technical Reports and Non-Refereed Journal Articles

Pratt, C. (2008). *Annual report: 2007-2008*. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Multi-Media Products

Pratt, C. (2009, April 23). Autism awareness show. In K. Nnamdi (Director), *The Koyo Nnamdi Show* [Radio broadcast]. Washington DC: National Public Radio, WMAU.

Pratt, C. (2009, May 8). Incidence of autism in Indiana. In K. Ward (Director), *Joy in our town* [Television broadcast]. Greenwood, IN: Trinity Broadcasting Network, WCJL.

Newsletters and Other Print Materials

Davis, K. (2008). How to lose the training wheels: A new way to teach bicycle riding. *The Reporter*, 14(1), 10-11, 22.

Davis, K., & Kalina, N. (2008). Skills for the future. *The Reporter*, 13(3), 1-3, 17.

Dubie, M. (2008). Hats off to... Johnson County special services. *The Reporter*, 13(2), 16-17.

Dubie, M. (2008). Hats off to... MSD of Wayne Township: Creating building level autism teams. *The Reporter*, 13(3), 12-13, 18.

Dubie, M. (2008). Supporting staff using coaching model. *The Reporter*, 13(3), 8-10, 18.

Hume, K. (2008). Transition time: Helping individuals on the autism spectrum move successfully from one activity to another. *The Reporter* 14(2), 6-10.

Ketzner, B., & Lofland, K. (2009). *Growing up together*. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Ketzner, B., & Lofland, K. (2009). *Growing up together: Teens with autism*. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Pratt, C. (Ed.). (2008). *The Reporter*, 13(2). Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Pratt, C. (Ed.). (2008). *The Reporter*, 13(3). Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Pratt, C. (Ed.). (2008). *The Reporter*, 14(1). Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Pratt, C. (2009). IRCA a community connection: Working together for families and professionals. In D. Wezensky, *Indianapolis Woman*, 16(6), 52, 54.

Pratt, C., & Dubie, M. (2008). Observing behavior using A-B-C data. *The Reporter*, 14(1), 1-4.

Pratt, C., & Carr, E. (2008). Positive behavior supports creating meaningful life options for people with ASD. *The Reporter*, 13(2), 1-5, 15.

- Vicker, B. (2008). Can schedule usage training include elements of literacy instruction? *The Reporter*, 13(3), 14-16.
- Vicker, B. (2008). Communicative functions or purposes of communication. *The Reporter*, 14(1), 13-17.
- Vicker, B. (2008). Considering an overnight camp program for your child on the autism spectrum? *The Reporter*, 13(2), 19-22.
- Vicker, B. (2008). Recognizing different types of readers with ASD. *The Reporter*, 14(1), 6-9.
- Vicker, B. (2008). *The high functioning person on the autism spectrum: A "tourist" in his native country* (2nd ed.). Bloomington, IN: Indiana University, Indiana Institute on Disability and Community:
<http://www.iidc.indiana.edu/irca/communication/hifunctp.html>
- Vicker, B. (2008). *Selected bibliography: Augmentative communication* (4th ed.). Bloomington, IN: Indiana University, Indiana Institute on Disability and Community:
<http://www.iidc.indiana.edu/irca/communication/aacbib.html>
- Vicker, B. (2008). *Selected bibliography: Communication literature related to autism spectrum disorders* (4th ed.). Bloomington, IN: Indiana University, Indiana Institute on Disability and Community:
<http://www.iidc.indiana.edu/irca/communication/biblit.html>
- Vicker, B. (2008). *Selected Bibliography: Literacy* (2nd ed.). Bloomington, IN: Indiana University, Indiana Institute on Disability and Community:
<http://www.iidc.indiana.edu/irca/communication/literacy.html>
- Vicker, B. (2008). Social communication and language characteristics associated with high functioning, verbal children and adults (2nd ed.). Bloomington, IN: Indiana University, Indiana Institute on Disability and Community:
<http://www.iidc.indiana.edu/irca/communication/socialcomm.html>.
- Vicker, B. (2008). Understanding the design and power of a personal schedule. *The Reporter*, 13(3), 5-6, 17.
- Vicker, B. (2009). *Visual supports* (2nd ed.). Bloomington, IN: Indiana University, Indiana Institute on Disability and Community:
<http://www.iidc.indiana.edu/irca/communication/visualsupports.html>
- Wheeler, M. (2008). Accessing Indiana's new family involvement fund for families of children with disabilities ages birth-21. *The Reporter*, 13(2), 14-15.

Wheeler, M. (2008). Indiana crisis management services: Support for persons with developmental disabilities experiencing extreme behavioral or psychiatric issues. *The Reporter*, 13(2), 11-12.

Wheeler, M. (2008). *Selected national resources for information on autism spectrum disorders*. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Wheeler, M. (2009). *Autism Society of America chapters and parent support groups in Indiana*. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Wheeler, M., Hauss, S., Fosha, J., Chait, J., Mooney, M., & Stafford, P. (2009). *Tips to promote positive partnerships between families and schools*, revised. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

IRCA Database

The Indiana Resource Center for Autism maintains a database of published and unpublished articles related to autism. These articles serve as an important source of current information for research and program development. The general public can access this information by contacting the IRCA. To simplify the process, articles are classified by specific issues of interest. For example, a family member can request current bibliographic information on toilet training. Existing databases on campus are also used to assist and expand search options.

Web page, Social Networking and Distance Education

The IRCA continues to maintain and continually update their website with information about services and resources, and about autism spectrum disorders. This website can be accessed at www.iidc.indiana.edu/irca. The website has generated an increasing amount of interest in the resources and activities of the IRCA. Each month, the IRCA website gets approximately 420,000 hits, for an annual count of over 5.1 million hits. In addition, IRCA staff have been involved in meetings and have trained others using the technology of distance education. And IRCA staff have completed modules for the Department of Education website and as part of the Autism Internet Modules project through OCALI. Hopefully, this technology makes us more accessible to those involved with individuals with autism spectrum disorders. And finally, IRCA has joined the world of social networking by creating both a Blog and a Facebook page. More fans are added daily.

Library Dissemination

Another important source for dissemination is through the Center for Disability Information and Referral (CeDIR). CeDIR is located at the Indiana Institute on Disability and Community and maintains an extensive collection of commercially-produced videos

and books. These materials can be mailed to any Indiana citizen free of cost. Each year, the IRCA purchases numerous books and videos so that they are readily available for check-out by professionals and family members. An annotated list of the videos and selected listings of books are available on our website. In addition, these books and videos are now accessed through the main Indiana University library system and can be accessed on-line via IU-CAT.

Overall Dissemination

Overall, 5,382,512 print and video items were disseminated this year.

Overall Dissemination Report

Information Disseminated	2006-2007
Videos	119
Print Material	47,393
IRCA and Conference Brochures	150,000
IRCA Articles	40,000
Newsletters	45,000
Web Hits	5,100,000
Total	5,382,512

Research

During 2008-2009, IRCA staff and/or doctoral students worked on various research projects. These efforts are listed below:

- Video Self-Modeling and Peer Mediated Instruction to Increase Social Engagement in Young Children with ASD in a Preschool Setting
- Examining the Effectiveness of Social Stories versus Generic Social Narratives
- Indiana Family Needs Assessment Survey
- Family Supports Research Project: Aging Families
- The Outcomes of a Systematic Social Skills Training Program for Youth with ASD

- A Meta-Analysis of Clinic-Based Social Skill Interventions for Students with Autism Spectrum Disorders
- Evaluating the Psychometric Properties of the Autism Social Skills Profile
- Evaluating the IRCA Autism School Team Training Program

Data also is collected to evaluate consultations and workshop presentations. This information is used to determine the effectiveness of presentations and to identify areas of need across the state.

During the past year, the Indiana Resource Center for Autism has participated with the National Professional Development Center in Autism. It is a grant project that come out of three major research institutions, Frank Porter Graham at University of North Carolina, the MIND Institute at University of California-Davis, and Waismann Center at the University of Wisconsin. We have been working with this grant project to create 3 model demonstration sites on implementing evidence-based practices. Next year, another three sites will be added. These will be available for professionals to visit statewide.

These research projects and other activities of the Indiana Resource Center for Autism are supported through the writing of federal and state grants. Below is a list of grants written or funded during 2008-2009:

- Gross, T., Cole, C, and Pratt, C. (May 2009). School Team. Indiana Department of Education, Division of Exceptional Learners. \$175,000. Funded.
- Bellini, S. (2008). Cook Autism Fellowships. Cook Foundation. \$160,000. In process.
- Bellini, S. (2008). Using Video-Modeling to Increase Social Engagement in Young Children with ASD. Organization for Autism Research. \$27,000. Funded.
- Baker, C., Owings, N., Ziegert, A., and Dubie, M. (2008). Supporting Transition in Vocation and Education. National Institute of Mental Health. \$99,994. Funded.
- Anderson, P. and Pratt, C. (2009). Annual Family Conference. Autism Advocates of Indiana. \$3000. Funded.
- Pratt, C., Wheeler, M., Dubie, M. and Ketzner, B. (2008). First Responder Training. Autism Advocates of Indiana. \$3000. Funded.

Interdisciplinary Trainees/Pre-Service Instruction

A focus of activities at the Indiana Institute on Disability and Community is the support of graduate students pursuing advanced degrees. During the past year, the Indiana Resource Center for Autism has supported 12 graduate students via committee involvement, supervision and/or through direct employment. Two social work students were also supported as part of internship requirements.

Pre-service training occurs through the teaching of university courses. During the past year, two courses related to autism spectrum disorders were taught to a total of 32 students. Fourteen other courses were taught this year to a total of 364 students.

This past year, the IRCA director worked with a team to complete a three year project to create evidence-based competencies related to teacher training. These competencies were developed in conjunction with the Council for Exceptional Children, the Autism Society of America, and the Network of Training and Technical Assistance Projects, including OCALI. The teacher competencies are NCATE approved and should be infused into university and college coursework across the country. In addition, these competencies can be used to guide professional development planning for school districts.

Outreach Training/Consultation

Every year, the Indiana Resource Center for Autism staff travel across and outside Indiana to present current information on issues related to autism and to assist agencies, schools, families, and interested others in supporting individuals across the autism spectrum. The Indiana Resource Center for Autism staff engage in training using a variety of formats, including conference presentations, workshops or outreach training, and individual and program-focused consultations. In addition, phone calls and emails are completed daily, and information and advice are disseminated broadly to provide ongoing support to families and professionals. This has increased as staff are more accessible via Blackberry.

Individual-Focused Assistance

Each year, the staff of the Indiana Resource Center for Autism consults with agencies, families, and individuals with autism spectrum disorders to address individual concerns and to develop appropriate programming. The focus of consultations continues to shift from reactive one-day consultations to proactive programming and on building local capacity. An indicator of the number of individuals impacted by consultations and phone contact is best represented by examining the number of individuals and agencies included on the database. There are currently 33,380 professionals, individuals and family members in the database. The following table further describes the individuals with autism spectrum disorders in the database by age and by county. For individuals to be listed in our database, they must have received some form of individualized consultation or attention. This number is not meant to reflect the incidence of autism spectrum disorders in Indiana.

Individuals in Database by Age Group and County

County Number	County Name	0-3	4-5	6-10	11-13	14-18	19-30	31-50	51-66	67-75	76+	Unknown	Grand Total
01	Adams	1	0	3	3	5	9	1	1	0	0	1	24
02	Allen	1	6	42	30	46	56	29	12	0	0	10	232
03	Bartholomew	0	1	24	12	10	16	16	1	0	0	7	87
04	Benton	0	0	1	2	4	0	0	0	0	0	1	8
05	Blackford	0	1	1	1	2	1	0	0	0	0	0	6
06	Boone	0	1	10	8	6	10	1	0	0	0	4	40
07	Brown	0	0	2	4	2	4	0	0	0	0	1	13
08	Carroll	0	0	2	2	2	0	0	0	0	0	0	6
09	Cass	1	2	2	2	4	7	5	1	0	0	1	25
10	Clark	0	0	16	13	22	22	6	3	0	0	6	88
11	Clay	0	0	4	1	4	4	1	0	0	0	1	15
12	Clinton	0	0	3	3	4	7	3	0	0	0	0	20
13	Crawford	0	0	2	0	1	2	1	0	0	0	0	6
14	Daviess	0	0	3	7	3	6	4	0	0	0	0	23
15	Dearborn	0	0	2	1	7	13	1	0	0	0	5	29
16	Decatur	0	0	7	4	8	5	1	0	0	0	0	25
17	Dekalb	0	0	4	0	6	11	9	4	1	1	1	37
18	Delaware	1	2	13	9	15	20	10	2	0	0	1	73
19	Dubois	0	3	5	7	7	9	0	2	0	0	0	33
20	Elkhart	0	1	8	6	22	28	11	5	0	0	2	83
21	Fayette	0	0	3	6	5	5	2	1	0	0	1	23
22	Floyd	0	1	12	9	8	11	4	2	0	0	6	53
23	Fountain	0	1	1	4	3	3	0	0	0	0	0	12
24	Franklin	0	1	1	1	7	5	1	0	0	0	0	16
25	Fulton	0	0	2	3	5	1	0	0	0	0	0	11
26	Gibson	0	0	3	2	3	2	5	2	0	0	0	17
27	Grant	0	0	9	8	12	12	6	5	0	0	2	54
28	Greene	0	2	11	6	8	8	6	0	0	0	1	42
29	Hamilton	0	8	64	68	69	48	22	6	0	0	16	301
30	Hancock	0	1	8	7	10	7	6	0	0	0	0	39
31	Harrison	0	2	8	3	12	9	2	0	0	0	3	39
32	Hendricks	0	4	16	17	24	19	2	0	0	0	6	88
33	Henry	0	0	6	3	5	9	7	2	0	0	0	32
34	Howard	0	0	8	7	11	17	2	2	0	0	3	50
35	Huntington	0	0	1	4	7	6	3	1	0	0	0	22
36	Jackson	1	0	6	6	11	10	4	0	0	1	1	40
37	Jasper	0	0	2	2	11	7	0	0	0	0	3	25
38	Jay	0	0	2	2	4	4	1	0	0	0	0	15

<u>County Number</u>	<u>County Name</u>	<u>0-3</u>	<u>4-5</u>	<u>6-10</u>	<u>11-13</u>	<u>14-18</u>	<u>19-30</u>	<u>31-50</u>	<u>51-66</u>	<u>67-75</u>	<u>76+</u>	<u>Unknown</u>	<u>Grand Total</u>
39	Jefferson	0	0	6	4	6	20	1	1	0	0	2	40
40	Jennings	0	0	7	7	8	5	6	1	1	0	1	36
41	Johnson	1	2	19	23	30	20	11	1	0	0	5	112
42	Knox	0	0	6	4	8	5	10	0	0	0	1	34
43	Kosciusko	0	3	10	6	11	11	6	2	0	0	5	54
44	Lagrange	1	0	3	1	5	2	0	0	0	0	2	14
45	Lake	2	13	50	40	41	60	20	0	0	0	14	240
46	Laporte	1	5	18	12	21	10	9	1	0	0	4	81
47	Lawrence	0	2	8	8	15	14	3	3	0	1	5	59
48	Madison	1	2	13	23	23	23	9	0	0	0	5	99
49	Marion	1	11	128	92	141	189	62	15	0	0	50	689
50	Marshall	0	0	2	3	11	7	4	2	1	0	0	30
51	Martin	0	0	0	1	6	3	4	0	0	0	4	18
52	Miami	0	1	5	2	6	5	3	0	0	0	0	22
53	Monroe	1	3	29	29	49	57	35	4	0	0	34	241
54	Montgomery	0	0	6	3	5	5	4	0	0	0	2	25
55	Morgan	0	2	12	12	15	30	5	3	0	0	2	81
56	Newton	0	0	1	4	3	5	0	0	0	0	1	14
57	Noble	1	0	3	3	2	4	3	0	0	0	0	16
58	Ohio	0	0	1	2	0	1	0	0	0	0	0	4
59	Orange	0	0	1	3	3	7	0	0	0	0	0	14
60	Owen	0	0	6	2	2	10	2	1	0	1	4	28
61	Parke	0	0	3	4	2	4	0	1	0	0	0	14
62	Perry	0	1	3	2	4	5	0	0	0	0	0	15
63	Pike	0	0	2	2	0	2	3	0	0	0	0	9
64	Porter	0	1	21	19	18	10	8	2	0	0	5	84
65	Posey	0	0	2	0	6	5	2	1	0	0	2	18
66	Pulaski	0	0	1	2	3	0	0	0	0	0	0	6
67	Putnam	0	0	5	7	9	20	1	1	0	0	1	44
68	Randolph	0	0	0	1	3	0	0	0	0	0	0	4
69	Ripley	0	0	3	4	6	9	2	1	0	0	2	27
70	Rush	0	0	2	3	0	6	0	0	0	0	0	11
71	St. Joseph	1	2	19	21	26	38	17	4	2	4	4	138
72	Scott	0	0	1	3	3	7	1	0	0	0	1	16
73	Shelby	0	0	3	1	6	12	3	0	0	0	0	25
74	Spencer	0	1	1	0	0	2	1	0	0	0	0	5
75	Starke	0	1	2	3	4	1	1	2	0	0	0	14
76	Steuben	0	0	2	2	5	8	1	0	1	0	1	20
77	Sullivan	0	0	2	2	5	4	3	1	1	0	2	20
78	Switzerland	0	0	0	2	2	4	0	0	0	0	1	9
79	Tippecanoe	1	3	12	12	14	15	3	0	0	0	3	63

<u>County Number</u>	<u>County Name</u>	<u>0-3</u>	<u>4-5</u>	<u>6-10</u>	<u>11-13</u>	<u>14-18</u>	<u>19-30</u>	<u>31-50</u>	<u>51-66</u>	<u>67-75</u>	<u>76+</u>	<u>Unknown</u>	<u>Grand Total</u>
80	Tipton	0	0	1	3	4	0	1	0	0	0	1	10
81	Union	0	0	1	2	1	3	0	0	0	0	0	7
82	Vanderburgh	0	0	10	8	13	20	9	3	0	0	2	65
83	Vermillion	0	0	2	0	4	6	2	1	0	0	0	15
84	Vigo	0	1	6	10	17	16	4	2	1	0	5	62
85	Wabash	0	1	0	7	8	6	2	0	0	0	0	24
86	Warren	0	0	1	0	0	1	1	0	0	0	0	3
87	Warrick	0	1	4	5	10	10	3	0	0	0	1	34
88	Washington	0	0	3	1	6	8	2	0	0	0	0	20
89	Wayne	0	1	8	8	16	23	8	0	0	0	6	70
90	Wells	0	1	4	5	4	5	2	0	0	0	1	22
91	White	0	0	1	4	6	2	1	0	0	0	0	14
92	Whitley	0	2	5	6	4	7	2	0	1	0	2	29
	Outside State/Country	0	0	40	62	78	90	31	1	1	0	52	355
Grand Total		16	97	821	768	1,093	1,255	483	106	10	8	318	4,975

Total Individual and Program Consultations/Conferences/Workshops/Inservices

Individuals across Indiana had the opportunity to participate in a diverse array of training options. These options ranged from individual consultations to larger conferences. Nationally recognized speakers hosted by the IRCA this last year included: Michelle Winner Garcia, Brenda Myles and Paula Kluth. In addition, IRCA provided intensive TEACCH training via a two day workshop and also an intensive week long institute. In addition, IRCA held a summer institute in June focused on implementing evidence-based practices. The majority of training events are held in local regions across Indiana and are individualized to meet the specific needs of certain agencies or support groups.

IRCA staff also presented at a number of statewide or out of state conferences. These included:

- Indiana Speech and Hearing Association
- National Autism Society of America Conference
- Autism Society of Ohio
- IAEYC State Conference
- LRP: State Directors Conference
- Indiana Council for Administrators in Special Education: State Conference
- Department of Education: Arizona
- Kentucky Supported Employment Training Project
- Northwest Minnesota Developmental Achievement Center Cooperative

- Louisiana Department of Education
- New York Families for Autistic Children

Training/Consultation Numbers

This year, the Indiana Resource Center for Autism staff have remained busy providing training and consultation services for 26,584 professionals, family members, and individuals on the autism spectrum. Last year, we reached 26,384 showing an increase of 200 this year.

Miscellaneous

In addition to the activities listed above, Indiana Resource Center for Autism staff are involved in a number of committees, or advisory boards at the national, state and local level which directly influence policies and practices impacting individuals with autism spectrum disorders and other disabilities. Below is a list of the organizations in which IRCA staff are actively involved:

- Autism Society of America
- Autism Society of Indiana
- Autism Advocates of Indiana
- Association for University Centers on Disability Autism Work Group
- College Internship Program
- Bloomington; Access to Recreation
- Network of Autism Training and Technical Assistance Programs
- Indiana Association for Speech and Hearing
- Indiana Augmentative and Alternative Communication Association
- Indiana Legislative Commission on Autism
- Indiana Partners in Justice
- Indiana University: Professional Staff Council
- MAAP Services, Inc.
- Expert Working Group: National Institute of Health
- National Institute on Mental Health Interagency Autism Coordinating Committee:
Grant Consultant
- Editorial Board: Focus on Autism and Other Developmental Disabilities
- Editorial Board: Exceptional Children
- Editorial Board: Remedial and Special Education
- Faculty Committee: Committee on Diversity Affairs
- Guest Editor: Journal of Autism and Developmental Disorders
- Autism Services Expert Work Group on Medical Homes: US Department of Health and Human Services.

Summary

The Indiana Resource Center for Autism staff continue to be actively involved in the lives of Indiana's citizens with autism spectrum disorders and their families. A few indicators of this involvement are highlighted below:

- During the past 16 years, Indiana Resource Center for Autism (IRCA) staff have trained 322 teams (over 2300 family members and professionals) from local special education planning districts across Indiana to address the diverse learning needs of students across the autism spectrum. During 2008-2009, 26 teams were trained.
- Overall, 5,382,512 print and video materials were disseminated. This number includes videos, articles, newsletter, print materials, and web hits. This number does not include hits on our Blog or Facebook.
- This year, the Indiana Resource Center for Autism staff have remained busy providing training and consultation services for 26,584 professionals, family members, and individuals on the autism spectrum.

As the number of individuals diagnosed with autism continues to increase, meeting the growing needs of those involved with individuals across the autism spectrum presents a tremendous challenge. Twenty years ago, the incidence of autism was 1 in 5,000. Today, Indiana's Child Count Data the incidence is 1 in 101. Areas of continued need include: early intervention, qualified personnel, employment opportunities, supported living options, and support for those who present behavioral challenges. In the years to come, IRCA will continue to work closely with other entities across the state and family members to ensure that the needs of individuals with autism spectrum disorders across the lifespan are effectively addressed.