


2016

Suzanne Vitale Clinical Education Complex (2015-2016 Annual Report)

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Suzanne Vitale
Clinical Education Complex
2015–2016 Annual Report



The Suzanne Vitale Clinical Education Complex (CEC) provides supports that enhance socialization and communication while enriching the quality of life of individuals and families impacted by Autism Spectrum Disorder and Developmental Delays/Disabilities.

In doing so, the CEC offers vital and essential clinical experiences and curricular support for WKU students.

The CEC collaborates with other university programs and community agencies to remove barriers and increase opportunities for full inclusion for individuals impacted by autism and developmental delays/disabilities while engaging in applied research and professional development consistent with its vision and mission.



Dear Friends of the Suzanne Vitale
Clinical Education Complex,

I am delighted to present to you this copy of the 2015–2016 Annual Report. This is our tenth year of providing service, support, and education for individuals and families with developmental delays and disabilities as well as providing a comprehensive training setting for education and health and human services professionals.

This report summarizes the highlights of 2015–2016. We have had a pivotal year as we focused our efforts on our core mission of Building a World Where All Individuals Flourish as Valued Members of the Community. It is an exciting and productive time for the Suzanne Vitale Clinical Education Complex as we continue to grow and develop in realizing our mission.

To those of you who have supported the CEC in the past, your continued support is greatly appreciated. To those of you who are not involved, please consider financially supporting this organization.

Best regards,

A handwritten signature in black ink that reads "Mary Lloyd Moore".

Mary Lloyd Moore, Ed.D., CCC-SLP
Executive Director,
Suzanne Vitale Clinical Education Complex



“It takes a village to rear a child.
It takes an even larger village to
rear a child with special needs.”

–Suzanne Vitale, 2008.

Suzanne Vitale Clinical Education Complex at WKU

Dignity. Respect. Trust. Hope.

These core values of the Suzanne Vitale Clinical Education Complex serve as guiding principles at the CEC as teachers and students work to help children affected by Autism Spectrum Disorder (ASD) and developmental delays/disabilities.

In 2003, Suzanne Vitale saw a vital need in Bowling Green, Kentucky for a facility that could meet the educational and social needs of children in the community with special needs, as well as a place to train future therapists. Since its inception, the CEC has been a place where families are accepted and supported while navigating unique challenges that others may not understand. The CEC strives to remove social barriers and help individuals affected by ASD and developmental delays/disabilities to become contributing members of their communities. With Suzanne Vitale's

vision and dedication, along with the financial support from the community, the CEC opened its doors in the fall of 2006.

For over a decade, the mission of the CEC has been to provide vital support services to the community to enhance socialization and communication, and to enrich the quality of life for individuals and families affected by ASD and Developmental Delays/Disabilities. With that mission in mind, the CEC has provided services to over 484 members of the community between the summer of 2015 and the spring of 2016. This could not have been accomplished without the commitment of the dedicated staff and the generous support of the CEC's donors.

The CEC staff is guided by the organization's core values and mission,

and works to be resourceful, efficient, and effective with your donations.

You'll see this commitment to core values in every program at the CEC, in every community event, and in every new initiative. You'll see it in the eyes of a parent whose child with a speech delay says his first words; you'll see it in the patience of a therapist who elicits that first glimmer of hope in the eyes of a child; and you'll find it in every hallway and corner of the CEC.

The CEC at WKU employs 14 full-time staff members and houses the Communication Disorders Clinic (CDC), the Family Resource Program (FRP), the Kelly Autism Program (KAP), and the Renshaw Early Childhood Center (RECC). As you read the following pages and look at the photos in the CEC annual report you will learn more about how your donations make our efforts at the CEC possible.

Communication Disorders Clinic

The primary role of WKU's Communication Disorders Clinic is to be a training facility for future speech-language pathologists. The clinic also provides services for clients across the area. The CDC is licensed by the State of Kentucky and operates within the guidelines set by the American Speech Language Hearing Association (ASHA).

The Communication Disorders Clinic (CDC) is a satellite facility housed in the Clinical Education Complex and is an integral component of the Communication Sciences and Disorders Department.

Student clinicians gain clinical experience as they assess and treat clients of all ages with a variety of communication disorders. They are supervised by Speech Language Pathologists or Audiologists, all of whom are certified by the American Speech-Language-Hearing Association (ASHA) and licensed by the State of Kentucky.

The ages and backgrounds of the CDC clients are diverse. Evaluations and treatments are available for individuals with delays or disorders in hearing, language, fluency, voice, articulation, swallowing, and phonology, including those with severe speech impairments requiring augmentative and alternative communication. Communication delays and disorders can range from simple sound substitutions, such as saying "thun," rather than "sun," to

the inability to understand or use one's native language. Such delays/disorders can significantly interfere with one's academic achievement, social interactions, daily living, and overall quality of life. These communication impairments may result from developmental delays, congenital disabilities, hearing impairment, autism, cerebral palsy, or acquired disabilities (such as traumatic brain injury or stroke).

Along with individual therapy sessions, group therapy sessions are available for clients who are learning to utilize Augmentative and Alternative Communication (AAC). Group therapy is also offered in the areas of social communication, Auditory Processing Disorder, pediatric feeding, and parent-child language.

The CDC is licensed by the State of Kentucky and operates within the guidelines set by ASHA. The CDC is also the only university clinic in the state of Kentucky that is a licensed outpatient rehabilitation clinic.

Seventy-nine student clinicians from the Communication Sciences and

Disorders Department provided services to 215 clients from summer 2015 through summer 2016 in both individual and group sessions at the CEC. The clinic students were supervised by 16 speech-language pathologists. The CDC also worked with one graduate assistant.

Each student clinician averaged approximately 15 clinical clock-hours at the CEC for a total of 1,185 clinical clock hours.

The CDC also provided pragmatic language services to the Kelly Autism Prime Time Program in 2015. These services were provided by 10 senior-level student clinicians.

The CDC scored 98% or higher on all Quality Assurance checks. The QA checks are completed by clients and families at the conclusion of each semester, and the data collected from the QA checks is used to improve clinical services. The 98% or higher scores reflect client and family satisfaction with the services they received at the WKU Communication Disorders Clinic.

The Family Resource Program strives to build bridges between individuals and needed services within the community, and to enhance the community's knowledge and awareness of individuals and family needs.



Family Resource Program

The WKU Family Resource Program (FRP) is the point of entry for services at the Suzanne Vitale Clinical Education Complex. Its vision is to provide services for families with children with special needs. The goal of the FRP is to become a regional center of excellence for service delivery, professional training, and community outreach.

The FRP offers programs and services to support, enrich, educate, and most importantly, empower children with special needs and their families within our community. Life can be challenging with a family member with special needs, and our programs address these challenges, while celebrating the diversity and accomplishments of those in the community with special needs.

The mission of the FRP is to: proactively empower individuals and caregivers; provide individuals and families with information and referral services; build bridges between individuals and needed services within

the community; and enhance the community's knowledge and awareness of individual and family needs.

Services and resources provided in the FRP include:

- Information for families affected by Autism Spectrum Disorder and developmental delays and disabilities
- Referrals
- Family needs assessments
- Resource assistance for local and surrounding communities
- Family support for adjustment and transition
- Educational support for families, caregivers, and community partners

In 2015, the FRP initiated an advisory committee comprised of 15 members from community organizations, including: Graves Gilbert Clinic, Potter Children's Home,



Family Resource Program, continued

WKU's Special Education Program, Applied Behavioral Advancements, LLC of Kentucky, Green River Regional Educational Cooperative (GRREC), Growing Minds Learning Center, CEC programs, and The Habilitation Information Vocation Education (HIVE) program. The committee met monthly to address CEC family concerns, discuss upcoming projects, and build collaborative partnerships within the community for those with special needs..

The FRP Needs Assessment Initiative was created by the FRP Committee and revised by Dana Sullivan, Ph.D., MSW, the Director of the Bachelor Social Work Program at Western Kentucky University. The Institutional Review Board (IRB) approved the FRP Needs Assessment Initiative on July 9th, 2015, and thereafter assessments were administered to 14 CEC participants. The Needs Assessment was revised on October 7, 2015, and an additional 68 assessments were administered.

The FRP Coffee Hours were re-established in early 2016 and are

designed to provide support and training that enhance the lives of families with special needs. The goal is to give families an opportunity to network with other families who are experiencing similar situations, and provide an opportunity for families to ask questions, voice concerns, and offer support to each other.

The FRP has established collaborative partnerships and connections with several organizations and agencies in Bowling Green and the surrounding area, including:

- Alliance Counseling Associates
- Puzzle Pieces, a non-profit agency that serves individuals 8 years of age and older who have intellectual disabilities.
- SAFY (Specialized Alternatives for Families and Youth) of Kentucky, an agency that provides services that allow children at risk of abuse and neglect to reside safely with their families as an alternative to foster care.
- Housing Authority of Bowling Green, Kentucky

- CCC Annual Conference for child abuse prevention, 2016. The conference is sponsored by Potter Children's Home in Bowling Green, Kentucky. FRP Committee member Lee Fowlkes requested the Family Resource Program have representation on a special needs panel to provide information to families about resources and services offered in the community.

The annual Special Needs Summits were held October 16, 2015 and October 14, 2016. The goals of the Special Needs Summit are to connect members of the special needs community with one another, provide valuable information and strategies on working with individuals and children with special needs, and provide information on community resources and services.

Professionals who attended the conference were able to earn Continuing Education Credits in disciplines such as Social Work, Counseling, First Steps, EILA Education, Early Care and Education training, and Speech Language Pathology and Audiology.



The Kelly Autism Program (KAP) provides an educational, social and supportive environment so that individuals diagnosed with Autism Spectrum Disorder can achieve their potential as independent, productive, and active community citizens.

The Kelly Autism Program

KAP was established at WKU in 2007 and was made possible through donations from the program's founders, John and Linda Kelly. KAP provides educational support for individuals diagnosed with Autism Spectrum Disorder (ASD) and assists them with establishing and improving their social development and life skills. For individuals in the program, KAP also encourages participation in community events, prepares them for employment, and provides support for parents and other family members. These services are provided to individuals diagnosed with ASD age seven through adulthood, helping them to achieve their potential to be independent, productive, and active in their communities.

KAP *Prime Time* is an after school program for those diagnosed with ASD or other developmental or social delays. The program consists of activities focusing on social language

growth and development, interactions, and personal skills. The curriculum focuses on tasks, such as getting along with others, problem solving, friendship skills, and taking turns.

KAP *Circle of Support* is a college program that provides support for college students diagnosed with ASD. The *Circle of Support* provides private rooms in the residence halls, study tables, mentoring services, counseling services, and social activities. All the students within the *Circle of Support* are degree-seeking students at Western Kentucky University. KAP is the only provider of these types of services in the region, and its mission is to become a national model for comprehensive opportunities for these individuals and their families.

Employment Group and *Life Skills* services are provided to young adults after they graduate high school or college. The program assists them with building life skills, solving



Building a world where all individuals flourish as valued members of the community

The Kelly Autism Program, continued

problems in daily life situations, and exploring career choices to find gainful employment. When employment is secured, KAP staff members continue to provide support to participants with required job and social skills.

The KAP *Prime Time, Employability Groups, and Circle of Support* provided support for 194 clients in 2015-2016, totaling 830 client hours.

To provide this level of care the KAP staff spent hundreds of hours in tutoring, mentoring, and community awareness events. Five full-time staff members, 48 student workers, and two graduate assistants worked a total of 14, 275 hours in the KAP Prime Time (primary and secondary after-school) and College Programs. KAP also provides training opportunities for future professionals by allowing student clinicians the opportunity to complete clinical/practicum hours within the Kelly Autism Program. In 2015, the number of clinical/practicum hours totaled 1,390.

KAP establishes and maintains positive relationships with families

The Kelly Autism Program, continued

and professionals for the betterment of individuals diagnosed with ASD. KAP shows respect and dignity for all individuals, families, races, creeds, and ethnicities, and strives to always keep the best interests of the individual and family at the center of our practice.

KAP received a \$10,000 Independent Pilots Association (IPA) Grant and a \$17,000 WHAS Crusade for Children grant.

Many new initiatives were introduced at KAP last year, including:

- A behavior specialist/consultant
- A skill streaming curriculum and various transitioning activities
- An interactive Smart Board for use with the KAP skills streaming curriculum
- A partnership with Center for Courageous Kids (CCK) for employment placement and opportunities

KAP was featured in a front-page, above-the-fold story in the Sunday,

November 19, 2016 edition of *The New York Times*. The story, entitled “Along the Autism Spectrum, a Path Through Campus Life,” focuses on KAP’s Circle of Support program. The feature highlights KAP Circle of Support participants as they navigate difficulties and find support during their college careers at WKU. To read the full story, follow this link <http://bit.ly/CECKAP>

One student who has participated in the program for several semesters had this to say about her experiences with KAP:

“KAP has changed my life!! KAP has helped me to become more independent, be a better advocate for myself, and make friends.

In high school I had no friends and was extremely dependent on my parents. With the help of KAP, I have a social life which includes going out to dinner with friends and going to Gamers Guild every Saturday. Also, with the help of KAP, I have learned to manage life skills and social skills, and I am much less dependent on my parents.”





The RECC is accredited through the National Association for the Education of Young Children (NAEYC), and recognizes the potential of each child and the vital contributions parents make to the RECC community.

Renshaw Early Childhood Center

The Vickie and Dan Renshaw Early Childhood Center (RECC), also called Big Red School, is located in the Clinical Education Complex. The RECC serves children with developmental delays/disabilities, as well as typically developing children. Children who attend the RECC grow and learn in a developmentally-appropriate environment where they find nurturing relationships, acceptance, and an appreciation for diversity. Typically developing children also serve as peer models for children with developmental delays or disabilities, becoming part of an environment of support that benefits all children in the program.

The goal of the RECC is to provide high-quality early childhood education for children (age 15 months through kindergarten) and their families. The RECC provides services to toddler groups for children 15 months to 3 and preschool groups for children age 3 to 5 years old. The RECC also provides

an after-school kindergarten group for children age 5 to 7 with disabilities.

RECC staff helps children achieve their true potential, and recognizes the vital contributions parents make to the RECC community. The teaching staff creates an exceptional group-learning environment for the 73 children who attend the program. Future educators, therapists, and early childhood professionals receive practical training in the RECC classroom.

RECC seeks to create a challenging learning environment that encourages high expectations for success through developmentally-appropriate instruction for all students, while providing a safe, nurturing, and positive environment where families, staff, and community work as a team to encourage a lifelong love of learning.

RECC permanent staff includes two full-time employees and one part-time employee. In 2015, the RECC employed one graduate assistant

from Communication Sciences and Disorders; four student workers from Physical Therapy, Interdisciplinary Early Childhood Education (IECE), Communication Sciences and Disorders, and Family and Consumer Sciences (FACS); and three volunteers.

Two IECE students completed eight weeks of student teaching in spring 2016, two IECE students completed a five-week internship in summer 2016, and 126 nursing students completed their pediatric clinical experiences. Overall, 167 Nursing, IECE, PE, Music, Psychology, and Photojournalism students completed field experiences at the RECC in 2015 - 2016.

RECC is involved in community events such as the LifeSkills Run for Autism, Family Fun Day events, and Autism screening events. RECC met with the director of the Brown Center for Autism in Nashville, Carriage House Preschool in Louisville, The Kid Spot Center, and faculty from Valley University in Utah who treat and

Renshaw Early Childhood Center, continued

conduct research with children on the autism spectrum. The meetings were conducted to further develop programs and collaborate with colleagues across the region.

Other community involvement and volunteer activities included:

- Griff's *Serving up Awareness Event* and Chick-fil-A's Autism Screening Event
- Hot Rods baseball games, Center for Courageous Kids (CCK) Day, CEC Special Needs Summit, and the Family Resource Program Family Fun Day

RECC received 46 referrals and served the needs of 73 children.

- Thirty-nine children received individualized child-specific interventions and 17 children received Occupational Therapy services

- Seventy-five progress meetings were conducted and an additional 20 meetings were held with families regarding specific child needs. One behavioral consultation was conducted with Wee Care Nursery

RECC completed 49 screenings with typically developing children. Eight of those indicated concerns, and appropriate recommendations and/or referrals for further evaluation were made.

Other completed assessments included:

- Sixteen developmental assessments
- One transdisciplinary play based assessment
- Twenty-seven autism screenings for children in the community and 12 autism screenings for children in the RECC program

Of the 27 autism screenings completed for children in the community, 20 indicated positive

results for ASD. The families received referrals for more extensive evaluation. Three of those children are currently receiving services at the RECC.

New initiatives and achievements for the RECC last year include:

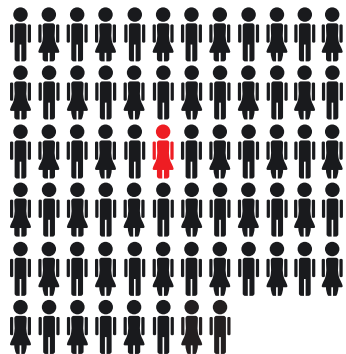
- Earning NAEYC accreditation for an additional five years
- Completing NAEYC family and staff surveys and conducting a parent forum to review the results of the surveys
- Conducting a training session on Fear and Anxiety in Early Childhood
- Implementing a remind/alert texting system for RECC families, as well as a priority Waiting Scale for families on the RECC waiting list
- Providing child care at no charge for Parent Coffee Hours held by the Family Resource Program

- Holding a Family Shell-a-bration and art auction at the end of summer. Seventy-five people attended the event, which was an opportunity for RECC children to showcase their artwork and progress

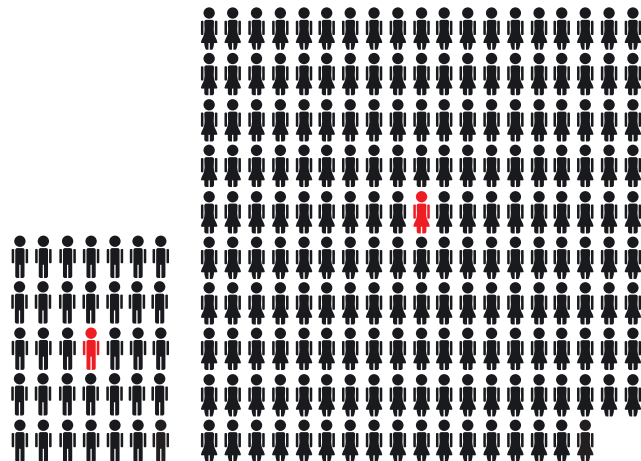
*"We can see such a difference in our son during the weeks he is in Big Red School. His eye contact is better, he sleeps better during the night, he is more compliant and vocal, and he has an easier time being around groups of people. Without Big Red School, we feel that Davis would be much further behind developmentally. We are thankful for the caring teachers and staff associated with the program who give us useful tips on how to positively manage specific behaviors exhibited at home. They have become part of our extended family and are our son's biggest cheerleaders. When so many point out your child's differences and delays, they are the first to celebrate milestones, no matter how small! We love Big Red School." **Shelley and Bill***



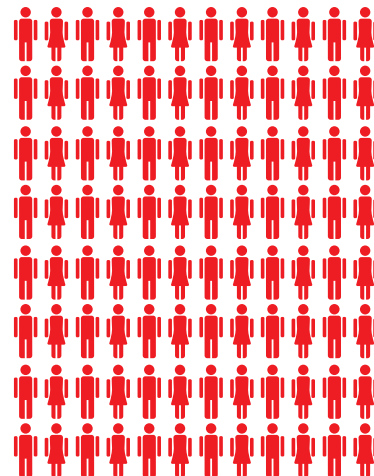
Autism is America's Fastest Growing Developmental Disability



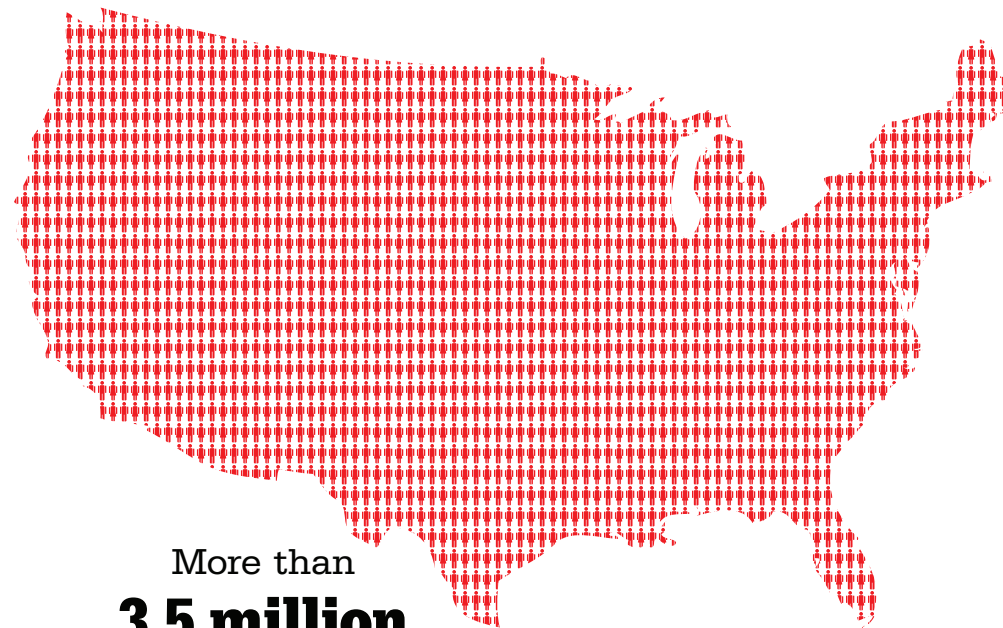
1 in 68
children are
diagnosed
with Autism



1 in 42 boys and
1 in 189 girls
are diagnosed with Autism



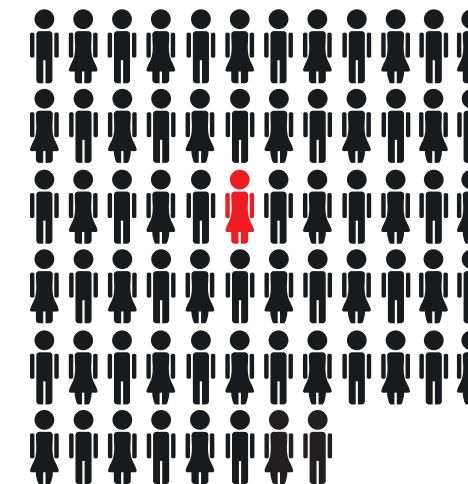
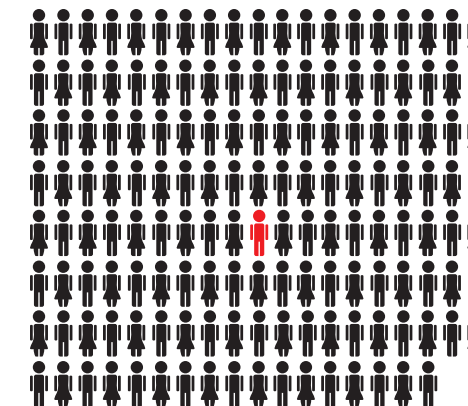
Today approximately
120
parents will be told that
their child has Autism



More than
3.5 million
Americans live with
an Autism Spectrum
Disorder.

(Buescher et al., 2014)

*The statistics are provided by the most recent CDC
Autism and Developmental Disabilities Monitoring
(ADDM) report, and are based on information
collected from the health and special education 2012.*



Prevalence of autism
in U.S. children
increased by
119.4%
from 2000 (1 in 150)
to 2010 (1 in 68).

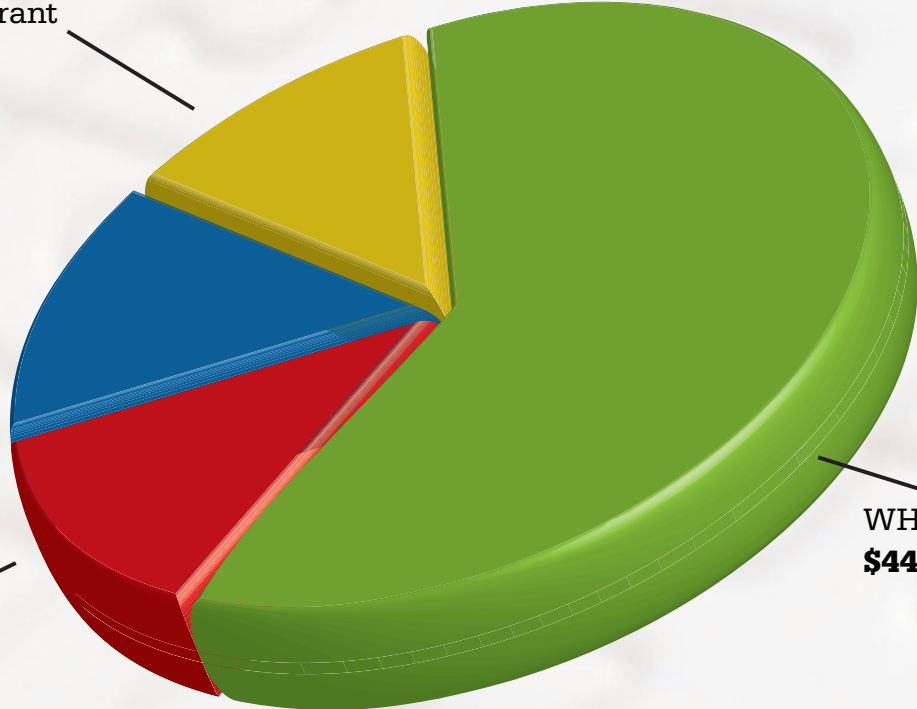
Total CEC Grant Funding Academic Year 2015-2016

\$72,632.00

Community Foundation of South Central Kentucky Grant
\$8,132 (11%)

Children's Charity of the Bluegrass Grant
\$10,000 (14%)

IPA Grant
\$10,000 (14%)



WHAS Grants
\$44,500 (61%)



Support the **Suzanne Vitale Clinical Education Complex** at WKU!

The Suzanne Vitale Clinical Education Complex at WKU is committed to serving families facing unique challenges like developmental delays and autism. The CEC relies on continued support to fund research in the fields of Autism Spectrum Disorder, communication disorders and developmental delays and disabilities and to provide services to families who are unable to pay.

Your gifts make a difference, and your financial support can help create even more milestones and more celebrations!

Your gifts allow a child to attend the following programs:

Big Red School at the Renshaw Early Childhood Center

\$225/semester (1 day each week)

\$450/semester (2 days each week)

Communication Disorders Clinic

\$180/semester (1 session each week)

\$360/semester (2 sessions each week)

Prime Time in the Kelly Autism Program

\$300/semester (Fridays only)

\$400/semester (Monday/Wednesday or Tuesday/Thursday)

Make a gift online using WKU's secure online giving page.

Or gifts may be mailed to:
WKU Foundation
292 Alumni Avenue
Bowling Green, KY 42101

Checks should be made out to the **WKU Foundation**. To ensure your gift is designated correctly, please add "WKU CEC" in the memo field of your check.

Your support of the Clinical Education Complex is greatly appreciated!

3 easy ways
to Give...

1 ONLINE
www.alumni.wku.edu/cecgift

2 CALL
1-888-WKU-ALUM (958-2586)

3 MAIL
WKU FOUNDATION



Suzanne Vitale Clinical Education Complex at WKU

Make a payment anytime online at www.alumni.wku.edu/cecgift. If mailing, please send to: WKU Foundation • 292 Alumni Avenue, Suite 305 • Bowling Green, KY 42101-3416

<input type="checkbox"/> \$1,000 <input type="checkbox"/> Pay in full INSTALLMENT OPTIONS <input type="checkbox"/> \$200 year/5 years <input type="checkbox"/> \$17 month/5 years*	<input type="checkbox"/> \$2,500 <input type="checkbox"/> Pay in full INSTALLMENT OPTIONS <input type="checkbox"/> \$500 year/5 years <input type="checkbox"/> \$42 month/5 years*
<input type="checkbox"/> \$5,000 <input type="checkbox"/> Pay in full INSTALLMENT OPTIONS <input type="checkbox"/> \$1,000 year/5 years <input type="checkbox"/> \$84 month/5 years*	<input type="checkbox"/> \$10,000+ NAMING OPPORTUNITIES <input type="checkbox"/> Please contact me regarding naming opportunities in the Suzanne Vitale Clinical Education Complex.

*Automatic Credit/Debit/EFT only

Other \$ _____ Total Enclosed \$ _____

NAME _____ GRAD YEAR _____

ADDRESS _____

CITY _____ ST _____ ZIP _____

PHONE _____ EMAIL _____

Method of Payment

My gift is eligible to be matched by my employer
Please include your company's matching gift form - www.matchinggifts.com/wku

One-Time Gift

Check (Payable to WKU Foundation)

Credit Card / Debit Card (Fill in card information below)

Recurring Gift

Electronic Funds Transfer (EFT) - Beginning date: _____ / 15 / _____
Please include a voided check. Withdrawals made on the 15th of each month.

Credit Card / Debit Card (Fill in card information below)
If paying in installments, please add beginning date: _____ / 15 / _____

Visa American Express MasterCard Discover

NAME ON CARD _____

CARD NUMBER _____ V-CODE _____

SIGNATURE _____ EXP. DATE _____

Milestones happen at the CEC
every day. Your financial support
can help create even more
milestones and celebrations!

