Promoting a Walk/Run Event to Expand Services for Individuals with Disabilities

McKenzie Rodgers

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PROMOTING A WALK/RUN EVENT TO EXPAND SERVICES FOR INDIVIDUALS WITH DISABILITIES

A Capstone Experience/Thesis Project Presented in Partial Fulfillment of the Requirements for the Degree Bachelor of Science with Mahurin Honors College Graduate Distinction at Western Kentucky University

By
McKenzie R. Rodgers
May 2022

*****

CE/T Committee:
Prof. Leisa Hutchison, Chair
Dr. Shane Spiller
Prof. Leah Thompson
ABSTRACT

The Suzanne Vitale Clinical Education Complex (CEC) at WKU provides services to many individuals and families affected by autism spectrum disorders and other developmental delays and disabilities. As a nonprofit organization, the clinic relies heavily on donations and fundraisers as sources of income. One of the CEC’s primary fundraisers is the annual LifeSkills Run/Walk for Autism. This event is held each April during autism awareness month, at the Bowling Green Ballpark, providing an opportunity for the community to support the clinic in an enjoyable way.

For an honors capstone experience, the author promoted the 15th annual LifeSkills Run/Walk for Autism to utilize business and marketing skills to expand the event. Through increasing fundraising, attracting more race participants and volunteers, and gaining involvement from WKU campus organizations, the author raised awareness of the CEC and its importance, and ultimately expanded services for its clients and families.
I dedicate this thesis to my parents, Jeff and Kristal Rodgers, who have always believed in me and pushed me to reach for the stars.
ACKNOWLEDGEMENTS

I would like to begin by acknowledging my advisor and first reader, Mrs. Leisa Hutchison, who has helped greatly with completing this project and editing this manuscript. I would also like to thank Mrs. Caroline Hudson, speech-language pathology professor and clinic director, for her help with the design and promotion of this project. Many thanks to Dr. Shane Spiller, project advisor and business professor, for his assistance in planning, marketing, and organizing race details. Thank you to the Mahurin Honors College for their financial support in the form of an Honors Development Grant.
VITA

EDUCATION

Western Kentucky University, Bowling Green, KY    May 2022
    B.S. in Communication Disorders – Mahurin Honors College Graduate
    Honors CE/T: Promoting a Walk/Run Event to Expand Services for
    Individuals with Disabilities

Hopkins County Central High School, Madisonville, KY    May 2018
    Valedictorian

PROFESSIONAL EXPERIENCE

Communication Disorders Clinic, WKU     Aug. 2021-
    Student Worker       Present

Communication Disorders Clinic, WKU     Aug. 2021-
    Clinician        Present

Therapy Group Leader, the HIVE      Aug. 2021-
    Volunteer        Dec. 2021

AWARDS & HONORS

Summa Cum Laude, WKU, May 2022
Enthusiasm for Research Award, WKU Student Research Conference, March 2022
L.S. Wood Scholarship Recipient, August 2019-May 2022
Kentucky Governor’s Scholar Scholarship Recipient, August 2018-May 2022

PROFESSIONAL MEMBERSHIPS

National Student Speech-Language Hearing Association (NSSLHA)
Kentucky Speech-Language-Hearing Association (KSHA)
Kappa Delta – Delta Gamma (KD)
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SECTION ONE

Introduction

This project promotes the LifeSkills Run/Walk for Autism, a primary fundraiser for the Suzanne Vitale Clinical Education Complex. The goal is to increase event participation, fundraising total, campus support, and overall awareness of the organization and the population it serves. The Suzanne Vitale Clinical Education Complex (CEC) at Western Kentucky University is a nonprofit organization focused on enhancing socialization and communication skills, as well as the quality of life, for individuals and families impacted by autism spectrum disorder (ASD) and developmental delays and disabilities. Additionally, the CEC is a training facility for students in education, health, and human services fields of study. Each year the CEC hosts the run/walk as a fundraiser for the center. This year, 2022, is the 15th annual event.

This project was selected because the population that the Suzanne Vitale Clinical Education Complex serves is directly related to the communication sciences and disorders field of study. As a future speech-language pathologist, the author will work with individuals on the autism spectrum, as well as those with developmental delays and disabilities. The CEC is an excellent resource for this population and provides support to clients and their families in many ways. As a nonprofit organization, the CEC relies heavily on fundraisers and donations as its main sources of income, therefore extra support would be of great benefit to enhance program implementation.
Relating to the marketing perspective of the project, the author has a minor in business administration and enjoys the administrative aspects of speech-language pathology as well. The ultimate career path being pursued is working toward opening a private practice or assuming some type of administrative role in the field, therefore requiring knowledge of the discipline of business and marketing. This capstone is a perfect combination of both areas of study, providing a further understanding of both major and minor coursework.

**Background**

Founded in 2006, the Clinical Education Complex at WKU has been an important part of the community for more than fifteen years. The clinic serves a multitude of individuals and their families every year, each with varying levels of needs and abilities. Clients range from toddlers to adults, with services available for individuals with autism spectrum disorder through the lifespan, as well as individuals with developmental delays and disabilities such as cerebral palsy and other motor difficulties, Down syndrome and other congenital syndromes, communication disorders and speech and language difficulties. The CEC’s main goal is to enhance socialization and communication while enriching the quality of life for individuals and families impacted by autism spectrum disorders and developmental delays and disabilities. Its programs include the Family Resource Program, Communication Disorders Clinic, Renshaw Early Childhood Center, and the Kelly Autism Program.

The Family Resource Program is typically the first point of contact for individuals interested in receiving services at the CEC. In this program, families participate in an intake process that determines needed services and/or referrals for those services. The
Communication Disorders Clinic (CDC) is a program dedicated to providing effective assessment and treatment services to individuals with communication disorders. Students in the speech-language pathology field of study deliver therapy, while fully licensed speech-language pathologists supervise the sessions, approve lesson plans, and help direct treatment goals and objectives. The Kelly Autism Program (KAP) provides an educational, social, and supportive environment for individuals diagnosed with ASD so that they can achieve their potential as independent, productive, and active community citizens. KAP includes the Circle of Support and Prime Time, offering specifically designed assistance to address the challenges faced by college and school-aged students with autism spectrum disorder. The Renshaw Early Childhood Center, commonly known as Big Red School, serves children of all abilities through early childhood services.
SECTION TWO

The Population

The Clinical Education Complex at WKU serves individuals with autism spectrum disorders and other developmental delays and disabilities. According to the National Institute of Mental Health, autism spectrum disorder (ASD) can be defined as, “a neurological and developmental disorder that affects how people interact with others, communicate, learn, and behave” (NIMH, 2022). The core deficits commonly associated with ASD include impaired communication, impaired reciprocal social interaction, and restricted, repetitive, and stereotyped patterns of behaviors or interests. (Faras, Ateeqi, & Tidmarsh, 2010, p.1). Other developmental delays and disabilities could include, but are not limited to, Down syndrome, cerebral palsy, hearing loss, attention deficit hyperactivity disorder, and intellectual disability. While all conditions are equally important, for the purpose of this project, the focus will be on autism spectrum disorder.

Type of Services Needed

Autism spectrum disorder is a lifelong condition that requires support throughout all stages of life. Turcotte et al. (2016) performed a study to “examine reported service needs among individuals with autism spectrum disorder of all ages” (p.1). The researchers identified a lack of information evaluating differences across the lifespan and understanding how the needs of individuals with ASD change with age. Their study presents an analysis that addresses “gaps in existing research by reporting service needs of adolescents and adults in comparison with younger age groups as reported by their
parents/caregivers” (Turcotte, et al., 2016, p. 2). The services presented in this study include mental health counseling, speech/language therapy, occupational therapy, physical therapy, social skills training, one-to-one support, case management, neurology services, and medication management. Based on information from surveys, speech-language therapy was the most received service, however less than a quarter of adults were receiving it (Turcotte, et al., 2016, p. 5). One-to-one support was the second most received service. The authors describe this as a service where “a professional is paid to work individually with a child or adult to generate skills or provide other needed support” (Turcotte, et al., 2016, p. 5). Like speech-language therapy, there were significantly fewer adult aged individuals obtaining this support. This study shows the need of services for individuals with ASD across the lifespan, and how often this need is not met. At the Clinical Education Complex, individuals of all ages may receive speech and language therapy as well as one-to-one support, both services of which are clearly valuable and in high demand.

Cost Effects

Autism spectrum disorder is associated with a range of costs. Economic costs of ASD, including medical and healthcare services, therapeutic costs, special education costs, production loss for adults with ASD, costs of informal care and lost productivity for family/caregivers, and costs of accommodation, respite care, and out-of-pocket expenses were analyzed by researchers Rogge and Janssen (2010) in an article for the Journal of Autism and Developmental Disorders. With an increasing number of individuals diagnosed with ASD, it is unclear if this growth results from an actual increase in prevalence of ASD, broader diagnosis criteria, better public and medical awareness, younger ages of diagnosis, or a combination of these factors (Rogge & Janssen, 2010). Nonetheless, there is an ever-
rising number of individuals with an ASD diagnosis, and therefore a subsequent expansion of resources directed to research, treatment, and care for these individuals. According to this research study, most US data shows that the annual cost for therapeutic services ranges between $40,000 and $60,000 (Rogge & Janssen, 2010, p. 8). Another study in the *Journal of Pediatrics* projected the lifelong cost of supporting an individual with ASD and intellectual disability as $2.4 million in the United States (Barrett, 2014, p.1). While the exact costs of services cannot be determined due to location, category, insurance coverage, and other differences, the studies did clearly determine that the costs are substantial.

**CEC as a Training Facility**

The Clinical Education Complex serves as a training facility for students in health, education, and human services fields of study. Although fully licensed and certified supervisors are present and actively involved to ensure the delivery of quality services, this student training atmosphere provides a significantly lower and more affordable cost for clients and families. With discounted service rates, a scholarship program, and flexibility of payment plans, the CEC allows financial limitations to be eliminated when seeking treatment.

When comparing costs of speech-language pathology services, one can see a notable difference between the CEC and other service providers. For a semester-long (10 weeks, 2 days a week, 45 minutes each) of speech-language pathology treatment at the CEC, the cost would be $300, or $15 per session. For other clinics and healthcare facilities, the average session price ranges from $100 to $250 (“How Much,” 2021). As you can see, the CEC offers a significantly discounted rate for comparable services. This is a huge factor for families wanting additional services or for those paying privately without health
insurance. With the comparative costs of therapy at the CEC much lower, more individuals and families can be assisted.
SECTION THREE

Methods/Strategies

For this project, the author began by developing a timeline that specified the outline of the project and the steps necessary to achieve the projected goals. Beginning in the fall of 2021 and continuing through the date of the defense, tasks were delegated to each month, and both long-term and short-term goals were established. Through meeting with race committee members and advisors, researching effective marketing strategies relating to this type of event, connecting with individuals on campus and in the community, and utilizing various organizational resources, the author created a plan with the most potential for success. After securing funding through application of an honors development grant, a budget was established with the resources available, allocating funds to various race and promotional materials based on projected value. By combining research with content from previous coursework, business communication skills were utilized to decide how and in what way to best reach the targeted demographics, marketing skills to target those groups, management skills to lead volunteers and delegate tasks, and finance skills to manage funds.

Marketing Materials

The materials created for marketing and promotions were event flyers and an Instagram page. Two flyers were designed, with one used primarily for campus and the other for the community. Both designs included information about the event, directions to register, a link to the website, and contact options for additional questions. A QR code was
included that could be scanned by an iPhone to take you directly to the race website. The first flyer was designed to place around campus and distribute to student organizations. This design was more vibrant and eye-catching, with the goal of standing out among other flyers on bulletin boards and capturing the attention of students. Each time the author spoke to a group of students or attended a tabling event, this flyer was utilized and/or left with the organization. These flyers were also posted on bulletin boards in all academic buildings and in offices across campus. A second flyer was designed to disperse throughout Bowling Green, with the top border matching the CEC Facebook background and CEC race branding. This flyer displayed a more neutral color background and contained similar information such as race details, registration instructions, and contact options for questions. The design was chosen for a consistency aspect to coordinate with the CEC’s flyer, Facebook page banner, and promotional materials. This community flyer was posted on park and walking trail bulletin boards, left at gyms, and distributed to local businesses.

The Instagram page’s purpose was two-fold: it served both a marketing purpose as well as an awareness purpose. Posts were varied and alternated from event and race details, information about the CEC, CEC program spotlights, and individual highlights. The race flyers were posted and periodically re-shared. The link to register was included in the photo captions as well as the page biography. Posts described, in detail, the CEC, its programs, and the clients it serves.

**Targeted Populations**

While participation was encouraged for everyone in the community and surrounding areas, as well as those that wished to participate virtually, the author chose WKU students, campus organizations, and local runners and athletes as the targeted
populations. Flyers were dispersed among campus, sent to philanthropy chairs in Greek organizations, distributed at gyms, and displayed on bulletin boards at parks and walking trails. The author contacted and met with more than 20 campus organizations including Greek chapters, campus ministries, professional clubs, athletic teams, and ambassador groups. In addition to meetings, the author displayed an informational booth on campus in the Downing Student Union building as part of the College of Health and Human Services diversity, equity, and inclusion week, in an effort to promote the race, distribute flyers, and educate on the neurodiversity of the CEC’s clients.

**Strategies to Increase Fundraising**

Multiple strategies were implemented to increase fundraising. Three of the main strategies included contacting businesses for sponsorships, partnering with campus organizations, and incorporating a silent auction. The author contacted businesses in the community to inquire about potential sponsorships. Information was sent to the proper department/individual that detailed sponsorship levels and the process of becoming a sponsor. Along with businesses, the author also contacted select Greek organizations with philanthropies relating to the CEC and/or its programs to discuss potential partnership and further fundraising by the organization. Additionally, a silent auction was designed to raise more funds. The author gathered donations such as gift cards, fitness packages, photography sessions, etc. from local businesses to auction on the event Facebook page during the week leading up to the event.

**Strategies to Increase Participation**

Along with strategies to increase fundraising, the author also used various strategies to increase event participation. Each Greek organization was encouraged to enter a team of
at least five members. Extra credit was offered as an incentive to volunteer or participate from multiple departments and/or programs on campus, including Communication Sciences and Disorders, Speech-Language Pathology, Special Education, Social Work, and Exercise Science. Team leaders were assigned to clubs, with the goal of gathering a team to enter. Flyer distribution continued around campus and in the community. Facebook and Instagram posts were updated regularly, with the option for sharing. An interview was held with the CEC team and the project author to air on the WKU News Channel 12. Email blasts were sent to all the Honors College students and Communication Disorders Clinic clinicians enrolled at WKU. Word of mouth was also critical, as the author and others involved directly mentioned the race as often as possible.

**Strategies to Increase Awareness**

To increase overall awareness, the author developed a brochure, created an Instagram page, and provided multiple presentations as the main efforts. The brochure contained details about the CEC, its programs, and the populations it serves, and was distributed to individuals and organizations on campus and in the community. The brochure was also distributed to spectators, volunteers, and families on race day. The Instagram page detailed information about the CEC, its background, its services and programs, and the populations it serves. All race presentations by the author included educational information relating to the CEC, its programs, and its clients.

**Budget**

With project funding of $500 from the Honors Development Grant, a budget was designed to allocate funds to specific areas of the project. These funds allowed the flyers and brochures to be printed, as well as race materials and decorations to be purchased. The
budget covered 150 flyers, 250 brochures, and a large rainbow arch for the race finish line at the front of the ballpark.

**Organization**

To stay organized and on schedule, the author met with the CEC race team and advisors regularly throughout the year. As the event grew closer, meetings were held at least weekly and sometimes bi-weekly. An email thread included everyone actively involved to ask questions, send updates, and plan meeting times.

**Table 1. Budget Breakdown**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$60</td>
<td>Printing of flyers</td>
</tr>
<tr>
<td>$212</td>
<td>Printing of brochures</td>
</tr>
<tr>
<td>$223</td>
<td>Finish line rainbow arch</td>
</tr>
<tr>
<td><strong>$495</strong></td>
<td><strong>Total Expenses from Grant</strong></td>
</tr>
</tbody>
</table>
Table 2. Timeline

<table>
<thead>
<tr>
<th>October</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CE/T Proposal Approved</td>
<td></td>
</tr>
<tr>
<td>Enrolled in HON 403</td>
<td></td>
</tr>
<tr>
<td>Meet with advisors</td>
<td></td>
</tr>
<tr>
<td><strong>November</strong></td>
<td><strong>Continue planning</strong></td>
</tr>
<tr>
<td><strong>December</strong></td>
<td><strong>Research and planning</strong></td>
</tr>
<tr>
<td>Meet with CEC committee</td>
<td></td>
</tr>
<tr>
<td><strong>January</strong></td>
<td><strong>Meet with CEC planning staff (postponed)</strong></td>
</tr>
<tr>
<td>Apply for Honors Development Grant</td>
<td></td>
</tr>
<tr>
<td>Research and planning</td>
<td></td>
</tr>
<tr>
<td><strong>February</strong></td>
<td><strong>Begin designing materials</strong></td>
</tr>
<tr>
<td>Start writing draft of project</td>
<td></td>
</tr>
<tr>
<td>Complete research abstract proposal</td>
<td></td>
</tr>
<tr>
<td>Make social media page</td>
<td></td>
</tr>
<tr>
<td>Meet with CEC planning staff*</td>
<td></td>
</tr>
<tr>
<td><strong>March</strong></td>
<td><strong>Begin advertising and promotions</strong></td>
</tr>
<tr>
<td>Present to campus organizations</td>
<td></td>
</tr>
<tr>
<td>Continue writing</td>
<td></td>
</tr>
<tr>
<td>Present at research conference</td>
<td></td>
</tr>
<tr>
<td><strong>April</strong></td>
<td><strong>Continue advertising and promotions/presentations</strong></td>
</tr>
<tr>
<td>Assist with event</td>
<td></td>
</tr>
<tr>
<td>Gather and write results / finish first draft</td>
<td></td>
</tr>
<tr>
<td>Review by 1st and 2nd readers</td>
<td></td>
</tr>
<tr>
<td><strong>May</strong></td>
<td><strong>Complete, and submit for defense</strong></td>
</tr>
<tr>
<td>Defend thesis</td>
<td></td>
</tr>
</tbody>
</table>

*Indicates the adjusted meeting date due to delay of original meeting.
Results

The specific goals of this project included: increasing event fundraising total by 25%, increasing the number of participants and volunteers by 50, incorporating at least 5 campus organizations in the event, and increasing overall awareness of the CEC and the populations it serves. Based on information available from years past, fundraising goals were based on net earnings. The total fundraising average from the past 5 years of the event is net earnings of $11,303, making the goal of increase to reach a net of $14,128. The average number of participants from the past 5 years, including volunteers, is 482, and therefore this project aimed to include a combined total of 532 participants and volunteers. Historically, there has been no participation from campus organizations, so the goal was to have a minimum of 5 campus organizations represented at this year’s event. The final data from the project and event is listed below, and as shown in the table, all goals were achieved by the end of this project. The overall fundraising total was $24,862, the highest amount ever raised.
Table 3. Projected Goals and Associated Data

<table>
<thead>
<tr>
<th>Goal</th>
<th>Past Data</th>
<th>Projected Outcome</th>
<th>2022 Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase fundraising total by 25%</td>
<td>$11,303</td>
<td>$14,128</td>
<td>$16,314</td>
</tr>
<tr>
<td>Increase number of participants and volunteers by 50</td>
<td>482</td>
<td>532</td>
<td>532</td>
</tr>
<tr>
<td>Include at least 5 campus organizations</td>
<td>0</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Increase overall awareness from Instagram</td>
<td>0 followers</td>
<td></td>
<td>131 followers</td>
</tr>
<tr>
<td>Increase overall awareness from Facebook</td>
<td>189 likes</td>
<td></td>
<td>268 likes</td>
</tr>
<tr>
<td>Increase overall awareness with informational brochures</td>
<td>0 brochures</td>
<td></td>
<td>250 brochures printed to be distributed</td>
</tr>
</tbody>
</table>

Conclusions

In preparation of the event, two goals were adjusted to accommodate the challenges faced. The original goal for the project was to increase fundraising by $5,000, a 44% increase. To keep the goal significant yet attainable due to additional race expenses this year, the adjusted goal was a 25% increase. In reflection, if the goal was not adjusted, the totals still would have surpassed the objective amount, proving to be a substantial increase. This year’s additional fundraising efforts covered the cost of race materials for the current year, as well as future years.

A second goal that was altered to remain realistic was the number of participants and volunteers. The project originally looked to register 100 more participants and volunteers than the average of the last 5 years, with the goal of 582 registrations. When beginning the planning and promotions for the event, the author realized multiple date conflicts. The day of the race also fell on the day of a half-marathon in Nashville, the WKU spring football game, a college track meet at UK, and spring sing for WKU Greek Week.
Many local runners already planned to attend the race in Nashville, the WKU track and cross-country teams were out of town competing for the weekend, WKU students and athletes (i.e. dance team, cheerleaders, football players, band members, football team employees, etc.) were committed to working or attending the game, and the majority of WKU Greek life would either be competing or attending the annual spring sing competition. All being popular and heavily attended events with many overlapping target participants, the participant goal was adjusted to account for the conflicts of interest. These events also affected the campus organization involvement; however, this specific goal was not altered as the author still felt it possible to include at least 5 campus organizations.
SECTION FIVE

Reflection

Through this experience, I had the opportunity to work closely with, as well as learn more about, special populations that I will one day serve in my career, while sharpening and expanding marketing and business skills for future use in private practice or administration. By supporting the CEC, more individuals with autism spectrum disorders and/or developmental delays and disabilities will have the opportunity to acquire services, and the campus and community’s awareness of the organization has expanded greatly. Additionally, this project broadened awareness of the impact autism spectrum disorders and other developmental delays and disabilities has on an individual and the services and supports required for building productive lives. The marketing techniques and materials were developed in a way that will allow for additional use in the years to come, and the awareness of the organization will have a lasting impact.

In reflecting on the project, there are a few areas that could be improved if repeated in future years. First, gathering a volunteer base much sooner than the week of the event would be beneficial. As an individual person with a demanding class, work, and extracurricular schedule, it was very challenging finding the time to complete all necessary tasks. With a broader support group, more could be accomplished in a shorter amount of time. Volunteers could contact businesses, disperse flyers, make social media posts, speak with organizations, assist in planning, and more. Secondly, beginning all parts of the process earlier would have been advantageous from a time standpoint. The initial meeting
with the race committee was delayed by almost a month, so this immediately disrupted the timeline. Additionally, most steps of the project required approval by multiple people, so this was an additional time restraint. By having more time for printing and dispersing flyers, presenting to organizations, and promoting the event on campus and in the community, there is more potential for greater results.

On the other hand, if this project is repeated, there are also strategies and approaches I would recommend continuing. Contacting businesses directly was a great start for the fundraising initiative. These sponsorships boosted the fundraising total and assisted with event awareness. Also, the silent auction proved to be a huge success. With further promotion, this new initiative could raise more money in the future. Furthermore, reaching out to philanthropy chairs of Greek chapters and representatives from other organizations proved to be an excellent point of contact. Along with the registration of teams, partnering with WKU and community groups already dedicated to a similar cause could easily raise participation and increase fundraising efforts.

Overall success, promotion of the walk/run event resulted in a win as a capstone experience project, but more importantly for the wonderful clients and families of the Suzanne Vitale Clinical Education Complex at WKU. I am humbly grateful for the opportunity to utilize my project to support those who I am honored to serve.
REFERENCES


Suzanne Vitale Clinical Education Complex – About Us. (n.d.) Western Kentucky University. Retrieved April 3, 2022, from https://www.wku.edu/wkucec/about.php
15TH ANNUAL
LIFESKILLS, INC.
Run / Walk
for Autism

A fundraising event for the Suzanne Vitale Clinical Education Complex.

April 23, 2022
@ Bowling Green Ballpark
(plus virtual option)

Register online using the QR code or visit our website listed below. In-person registration begins at 7:00 am on race day.

4 MILE RUN *GRAND PRIX EVENT*
1 MILE CHILDREN’S FUN RUN
1 MILE WALK / RUN

To learn more about the event or the CEC, visit our website at wku.edu/wkucce/lifeskillsrunforautism. For further questions, email us at runforautism@wku.edu.
Lifeskills, Inc.
Run/Walk for Autism

A fundraising event for the Suzanne Vitale Clinical Education Complex.

- 4 mile run *Grand Prix Event*
- 1 mile run
- 1 mile walk
- 1 mile children’s run

April 23, 2022
Bowling Green Ballpark
*plus virtual option*

Register now by scanning the QR code above.
In-person registration begins at 7:00 am on race day.

To learn more visit www.wku.edu/wkucec.
Contact us: 270-745-4232 / runforautism@wku.edu
Follow us on Facebook: Lifeskills Run for Autism
APPENDIX C: BROCHURE

Why is this important?
The number of people with autism spectrum disorders is increasing.

2000 1 in 150* 
2010 1 in 68* 
2018 1 in 44* 

Contact Us
Suzanne Vitale Clinical Education Complex at WKU
104 Alumni Ave.
Bowling Green, KY

(270) 745-4232
cec@wku.edu
www.wku.edu/wkucec

With your support...
We can continue to have a positive impact on the lives of families affected by autism spectrum disorders and developmental delays and disabilities.

Suzanne Vitale Clinical Education Complex at WKU

The Suzanne Vitale Clinical Education Complex (CEC) at WKU is a place where families are accepted and supported while navigating unique challenges that others may not understand. The CEC enhances socialization and communication while enriching the quality of life for individuals and families impacted by autism spectrum disorders and developmental delays and disabilities. The CEC collaborates with multiple university academic programs and community agencies to remove barriers and increase opportunities for full inclusion for individuals while engaging in applied research and professional development.

Programs

Family Resource Program
Families participate in an in-depth process that determines needed services and/or referrals for those services.

Kelly Autism Program
Provides an educational, social, and supportive environment so that individuals diagnosed with ASD can achieve their potential as independent, productive and active community citizens.

Renshaw Early Childhood Center
Serves children of all abilities from birth through kindergarten. Commonly referred to as “Big Red School.”

Communication Disorders Clinic
Dedicated to providing effective assessment and treatment services to individuals with communication disorders.

Since 2006...
The CEC at WKU was founded in 2006 and is comprised of the:
- Family Resource Program
- Kelly Autism Program
- Renshaw Early Childhood Center
- Communication Disorders Clinic

Through these programs, the clinic serves hundreds of clients and their families each year, while also serving as a research center for faculty and an academic resource for WKU students who are pursuing related areas of study. Many students have continued their education in graduate school and have gone on to find professional success as experts in their field.

The CEC serves clients of all ages who have a varying degree of disorders and also refers clients to partner organizations in the community who can provide additional services that complement those received at the CEC.
APPENDIX D: SOCIAL MEDIA

lifeskillsrunforautism

Lifeskills Run/Walk for Autism
* 15th annual race benefiting the Suzanne Vitale Clinical Education Complex at WKU *
www.wku.edu/wkucec/lifeskillsrunforautism.php

lifeskillsrunforautism
APPENDIX E: SILENT AUCTION BASKETS
APPENDIX F: PROJECT PICTURES
APPENDIX G: EVENT PICTURES