Autism Spectrum Disorders Add-on Endorsement Program K-12
2020-2025 NEFEC
School Board Approval for Five-Year Renewal Period

Changes were made to the NEFEC Autism Spectrum Disorders Add-On Endorsement Program K-12 2020-2025 to align with the five-year renewal period and format of other NEFEC endorsements.

Page(s)	Additions	Deletions
Cover	2020-2025 (use the NEFEC renewal date)	FDLRS Logo/2019-2024
2	Title: <u>Program</u> Rationale and Purpose Section: <u>NEED FOR PROGRAM</u>	
3-4	Specialization: Rule 6A-4.01796 Full Text	
5	Title: Instructional <u>Design and</u> Delivery	
6		Section and Chart
7	Section and Chart: Inservice Codes	(pages 6-17)
8, 12, 16	Component Numbers (amendment to PLC)	
20	Matrix reformated, added objectives text	
27	Competency text CEC Preparation Standards text	
28	Title: <u>Competency</u> Completion Requirements New course titles	Old course titles
28-29	Program Completion clarifying language	
31	Clarified managing partners	FDLRS organization
32	Total number of inservice hours 240	Text is duplicate from Certification of Completion
32-33	Clarifying language	
33	Section: <u>School Board Approval</u>	
34	<u>APPENDIX A</u> <u>CEC Initial and Advanced Specialty Standards</u>	

Autism Spectrum Disorders

Add-On Endorsement Program K-12

2020-2025

~~2019-2024~~

A Cooperative Effort to Provide Professional Learning
Options to Participating NEFEC Districts:

Baker, Bradford, Columbia, Dixie, Flagler, Florida School for the Deaf and the Blind, FSU-Lab School, Gilchrist, Hamilton, Hernando, Lafayette, Levy, Madison, Monroe, P.K. Yonge Developmental Research School, Putnam, Suwannee, and Union

Contents

AUTISM SPECTRUM DISORDER ADD-ON ENDORSEMENT PROGRAM K-12

<u>PROGRAM</u> RATIONALE AND PURPOSE

The Autism Spectrum Disorder Endorsement Program is designed to increase the level of knowledge, expertise, and understanding of educators working with K-12 students diagnosed with Autism Spectrum Disorder. The endorsement is intended to raise the awareness of the unique characteristics, emotional/social needs, and other challenges and issues related to students with Autism Spectrum Disorder and its range of pervasive developmental disorders that adversely affect functioning and result in the need for specially designed instruction and related services. It is designed to foster an understanding of policies and guidelines to ensure implementation of appropriate curriculum, differentiation, strategies, educational intervention, and support for this diverse population.

The purpose of the Autism Spectrum Disorder Endorsement Program is to provide an alternative training program to reduce the number of out-of-field teachers in the area of K-12 students with Autism Spectrum Disorder and to develop a pool of qualified and fully endorsed teachers with this specialized focus. The option of completing the Autism Spectrum Disorder Endorsement Program is available for teachers in lieu of taking online courses made available through limited university options. Additional information about Autism Spectrum Disorder can be found at the Florida Department of Education website: http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/autism-spectrum-disorder-asd.stml

Due to the

- increase in the prevalence of children with ASD by the National Institute of Health (1:59 births, 2018),
- the subsequent increase in school populations of students with ASD and demand for services within schools,
- the identification by both the State of Florida and individual localities of ASD being a Critical Shortage Area, and
- an insufficient number of highly qualified teachers needed to staff ASD classrooms,

The add-on endorsement is designed for teachers who currently hold a bachelor's or higher degree with certification in any exceptional student education area.

A. <u>NEED FOR PROGRAM</u>

<u>The NEFEC 2015-2020 Autism Spectrum Disorder Endorsement Program did not have any participants complete the program. The program required 240 hours of face-to face time and a full-time facilitator. FDLRS has developed online courses for the 2020-2025 ASD Endorsement Program that will improve accessibility for NEFEC teachers, thus enabling this endorsement to be attractive for participants living in rural districts.</u>

DISTRICT	# of Teachers who completed the NEFEC ASD Endorsement Program	# of Students with ASD Currently Enrolled
BAKER	0	38
BRADFORD	0	54
COLUMBIA	0	126
DIXIE	0	17
FLAGLER	0	203
GILCHRIST	0	22
HAMILTON	0	14
HERNANDO	0	355
LAFAYETTE	0	14
LEVY	0	72
MADISON	0	32
MONROE	0	148
PUTNAM	0	164
SUWANNEE	0	82
UNION	0	51
FSU LAB SCH	0	18
UF LAB SCH	0	*

PROGRAM CONTENT/CURRICULUM COMPETENCIES

Competencies to be addressed in the program are
- aligned with the general parameters delineated by Florida Statute,
- consistent with the course descriptions and objectives of the Add-On Endorsement Programs for Autism Spectrum Disorder offered by state universities and existing programs within Florida school districts,
- aligned with the Council for Exceptional Children (CEC) Autism Standards, and are
- written with an emphasis on evidence-based practices as identified by the National Professional Development Center on Autism Spectrum Disorder.

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

A. SPECIALIZATION/PROFESSIONAL STUDIES

6A-4.01796 Specialization Requirements for Endorsement in Autism Spectrum Disorders – Academic Class.
(1) A bachelor's or higher degree with certification in any exceptional student education area; and,
(2) Twelve semester hours to include:

(a) Nature of autism spectrum disorders (to include student characteristics, appropriate learning goals, teaching approaches, environmental arrangements, etc.);

(b) Use of assistive and instructional technology and natural, alternative and augmentative communication systems for students with autism spectrum disorders;

(c) Behavior management and positive behavior supports for students with autism spectrum disorders;

(d) Assessment and diagnosis of autism spectrum disorders; and,

(e) Field-based experience with students with autism spectrum disorders.

Rulemaking Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History–New 7-1-02.

Participants will develop classroom behavior analysis techniques and positive behavior supports. They will increase their instructional strategy repertoire, learning goal development, and environmental management skills for working with students across the spectrum with an autism diagnosis. Additionally, participants will enhance their knowledge and skills of language and communication needs within the ASD population and available alternative and augmentative technology to address those needs. Finally, participants will further develop their assessment and diagnostic skills in working with students with autism.

The inservice courses will model the instructional strategies to be used to teach students with ASD in the K-12 program and include a variety of teaching modes, materials, media, and technologies, appropriate to the subject area(s) of the individual teachers participating. In addition, the inservice courses will incorporate scientifically based research on teaching students with ASD in K-12 programs. Finally, the courses will include strategies for developing cooperative working relationships with other teachers, agencies, and parents.

B. NATIONALLY RECOGNIZED GUIDELINES

Each of the three inservice courses focuses on research-based classroom practices with an emphasis on school-age evidence-based practices as identified through a meta-analysis by the *National Professional Development Center on Autism Spectrum Disorder,* 2017.

Validation of inservice content is important to ensure that teachers of students with autism have the skills needed to most effectively serve those students with the highest needs in the classroom. For this reason, course content has been keyed to The *Council for Exceptional Children (CEC) Standards for Autism Spectrum Disorder* and can be found in Appendix A.

The Add-on Endorsement Program will address both the Evidence-Based Practices and the CEC Standards for Autism Spectrum Disorder. In order to create and maintain the content, the Florida Diagnostic Learning Resources System (FDLRS) has contracted with and will continue to consult with professionals in the field to create course content and to facilitate inservice courses. Course content is reviewed on an on-going basis to ensure that new research and updated web resources are included. St. John's County, Volusia County, Duval County Schools, Northeast Florida Educational Consortium (NEFEC) and Panhandle Area Educational Consortium (PAEC) existing plans as well as course descriptions for state universities were all consulted in the development of the autism endorsement plan.

INSTRUCTIONAL <u>DESIGN AND</u> DELIVERY

There are three modules in the Autism Spectrum Disorder Endorsement which cover assessment, diagnosis, behavior analysis, positive behavior supports, assistive technology, communication systems, and field experience (embedded in each course). Participants must complete all three modules. There are three modules:

1. Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience
2. Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience
3. Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

Given the overall scope and intensity of the program, courses will be scheduled over a twelve-week period (per course). It is imperative that participants are given ample opportunity to acquire the necessary knowledge and skills needed for implementation. Practical application through field experience exercises will take time and guidance, as well. Providing time and support for both through experienced facilitators is paramount to participant success. Participants will document their field experiences and submit resulting artifacts to their facilitator.

A. INSTRUCTIONAL STRANDS

Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience	Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience	Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience
1. The Basics of Autism 2. History and Assessment 3. Evidence Based Practices 4. Parental Involvement 5. Sensory Differences 6. Visual Schedules 7. Social Narratives and Social Skills 8. Structured Work Systems 9. Quality Individualized Education Program (IEP)	1. Challenging Behavior in Autism 2. Applied Behavioral Analysis (ABA) 3. Decreasing Challenging Behavior 4. The Power of Reinforcement 5. Social Skills 6. Beginning the Functional Behavioral Assessment (FBA) 7. Self-Monitoring 8. Data Collection 9. Completing the Functional Behavioral Assessment (FBA) and Positive Behavior Intervention Plan (PBIP)	1. The Basics-Communication in Autism Spectrum Disorders 2. Augmentative/Alternative Communication Systems (AAC) 3. AAC in the School Setting 4. Functional Communication Training 5. Assistive Technology 6. Technology Aided Instruction and Intervention (TAII) 7. Communication and Collaboration in the School 8. Transition and Community Based Instruction 9. Transition

Required Training Components

Component Number	Master Plan Points	Component Title
1-100-004	80	Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience
1-101-001	80	Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience
3-100-006	80	Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience

B. INSERVICE CODES

PRIMARY PURPOSE	IMPLEMENTATION METHODS
A. Add-on Endorsement B. Alternative Certification C. Florida Educators Certificate Renewal D. Other Professional Certificate/License Renewal E. Professional Skills Building – Non-Instructional F. W. Cecil Golden Professional Development Program for School Leaders G. Approved District Leadership Development Program H. No Certification, Job Acquisition, or Retention Purposes	M. Structured Coaching/Mentoring N. Independent Learning/Action Research O. Collaborative Planning P. Participant Product Q. Lesson Study R. Electronic, Interactive S. Electronic, Non-Interactive T. Evaluation of Practice

LEARNING (DELIVERY) METHODS	EVALUATION (STAFF/PARTICIPANT)
A. Knowledge Acquisition B. Electronic, Interactive C. Electronic, Non-Interactive D. Learning Community/Lesson Study Group F. Independent Inquiry G. Structured Coaching/Mentoring H. Implementation of "High Effect" Practice(s) I. Job Embedded J. Deliberate Practice K. Problem Solving Process	A. Changes in Instructional or Learning Environment Practices B. Changes in Instructional Leadership or Faculty Development Practices C. Changes in Student Services/Support Practices D. Other Changes in Practices E. Fidelity of Implementation of the Professional Learning Process F. Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives G. Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (FEAP)	EVALUATION (STUDENTS)

A. Quality of Instruction
    A1. Instructional Design and Lesson Planning
    A2. The Learning Environment
    A3. Instructional Delivery and Facilitation
    A4. Assessment
B. Continuous Improvement, Responsibility and Ethics
    B1. Continuous Professional Improvement
    B2. Professional Responsibility and Ethical Conduct
	A. Results of State or District-Developed/Standardized Student Growth Measure(s)
	B. Results of School/Teacher-Constructed Student Growth Measure(s) That Track Student Progress
	C. Portfolios of Student Work
	D. Observation of Student Performance
	F. Other Performance Assessment(s)
	G. Did Not Evaluate Student Outcomes (evaluated with staff evaluation)
	Z. Did Not Evaluate Student Outcomes

C. TRAINING COMPONENTS
(Pages 6-17)

Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience

COMPONENT NUMBER: 1-100-~~004~~ 006

Function: 1 – Subject Content/Academic Standards
Focus Area: 100 – Instructional Strategies
Local Sequence Number: 004<u>6</u>

POINTS TO BE EARNED: MINIMUM 80 / MAXIMUM 80

DESCRIPTION:

Participants will be able to identify characteristics associated with Autism Spectrum Disorders(ASD), demonstrate an understanding of current trends and research-based methodologies used to create appropriate instructional programs for these students, and become familiar with formal and informal assessments used for diagnosis and instructional planning.

LINKS TO PRIORITY INITIATIVES

☒Academic content standards for student achievement
☒Assessment and tracking student progress
☒Collegial learning practices
☒Continuous Improvement practices
☒Digital Learning/Technology Infusion
☒Instructional design and lesson planning
☒Learning environment (as per FEAPS standards)
☒Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
☒Professional and ethical behavior
☒Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☐	☒ 3.1.3, 3.1.4, 3.1.5
Learning	☒ 1.2.2, 1.2.3, 1.2.4, 1.2.5	☐	☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	☒ 1.3.1, 1.3.3	☐	☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☐	☒ 3.4.3, 3.4.7

IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
Repetitive practice leading to changes in proficiency of educator or leader on the job
Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:

Educators will:
1. Demonstrate knowledge of the major characteristics of autism and the range of functioning level across all domains including communication, sensory responses and needs, stereotypical behaviors, socialization and social skill development.
2. Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with autism.
3. Demonstrate knowledge of current research trends, medical and educational issues, comorbidity and programs in the field of autism.
4. Understand the effects of neurological differences and its impact on learning and behavior.
5. Identify eligibility criteria for ASD as defined by the most recent version of the Diagnostic and Statistical Manual, and the definition/description used by The Florida Department of Education.
6. Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation, including:
    a. criteria for determining eligibility (medical and educational)
    b. autism-specific instruments
    c. instruments used to determine IQ
7. Describe the impact of autism on the family.
8. Demonstrate the ability to work effectively with parents.
9. Understand factors considered when determining placement and services for students with ASD.
10. Match levels of support to the changing needs of a student with ASD.
11. Reflect knowledge of growth and development in curricular planning and expectations.
12. Describe the development of appropriate educational objectives across the range of functioning levels and across the age span (from preschool through adult services).
13. Demonstrate the ability to write appropriate educational and behavioral goals and objectives.
14. Demonstrate an understanding of strategies for structuring the environment to promote:
    a. opportunities to enhance communicative initiations and interactions;
    b. opportunities for appropriate play and leisure activities;
    c. self-regulation and self-control;
    d. sensory-motor concerns; and
    e. direct instruction.
15. Describe the importance that sensory issues play in maladaptive behaviors exhibited by many students with ASD and how to accommodate for sensory issues in the school environment.
16. Describe strategies to promote social interactions and learning in more inclusive environments, including general education and community.
17. Describe various physical and visual strategies that can be used to accommodate a student with ASD in both a self-contained and a general education classroom, (i.e., environmental structuring, schedules, social situation stories and scripts), in order to communicate social information and expectations.

18. Plan and implement activities for independent functional life skills for a student with autism.
19. Categorize the different types of visual schedules used to promote independence based on a student's educational and cognitive abilities.
20. Implement evidence-based and promising practices strategies, such as incidental teaching, discrete trial, group instruction, task analysis, use of prompts and prompt fading, shaping, effective use of reinforcement in teaching skills, shadowing, modeling and scaffolding.
21. Describe strategies for conducting ongoing classroom-based assessments and databased decision making for program development.
22. Demonstrate transfer, lifting and positioning techniques.

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: B-Electronic Interactive

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Participants will engage in:
- Guided inquiry
- Discussion
- Observation of best practices
- Practices of Strategies
- Cycles of Feedback
- Data Analysis
- Lesson Planning
- Facilitated Group Discussions
- Case Studies
- Reading Professional Texts
- Action Planning
- Presentations
- Action Research

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

 KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Code: R-Electronic (interactive)

Implementation Support and Monitoring Procedures: The facilitator will provide coaching, guidance and feedback to each participant on their skill development and/or products, to determine the participants successful completion of 100% of the course objectives.

IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?
1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will use the evaluation impact data gathered?
The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.
Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

What other forms of evaluation data will be gathered?
a.   What evaluation data addresses value of the PD design?
Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.
b.   What evaluation data addresses quality of implementation of the PD?
Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.
c.   Who will use these aspects of PD evaluation data?
The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and plan future sessions.

Developed by FDLRS Administration Project   Date 2019-2020

Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience

COMPONENT NUMBER: 1-101-~~001~~ 002

Function: 1 – Subject Content/Academic Standards
Focus Area: 101 – Classroom Management
Local Sequence Number: 00~~1~~2

POINTS TO BE EARNED: MINIMUM 80 / MAXIMUM 80

DESCRIPTION:

This course provides participants with an understanding of how applied behavior analysis principles pertain to individuals with ASD, including implementation associated with teaching various skills and supporting behavior in educational settings. The functional assessment of problem behavior as well as proactive and preventative methods for addressing problem behavior will be addressed. In addition, evidence-based instructional strategies to develop communication, social, self-help, and academic skills will be emphasized and linked to behavioral needs,

LINKS TO PRIORITY INITIATIVES

☒Academic content standards for student achievement
☒Assessment and tracking student progress
☒Collegial learning practices
☒Continuous Improvement practices
☒Digital Learning/Technology Infusion
☒Instructional design and lesson planning
☒Learning environment (as per FEAPS standards)
☒Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
☒Professional and ethical behavior
☒Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☐	☒ 3.1.3, 3.1.4, 3.1.5
Learning	☒ 1.2.2, 1.2.3, 1.2.4, 1.2.5	☐	☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	☒ 1.3.1, 1.3.3	☐	☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☐	☒ 3.4.3, 3.4.7

IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
Repetitive practice leading to changes in proficiency of educator or leader on the job
Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:

Educators will:
1. Identify social and behavioral issues associated with ASD and how those behaviors impact the functioning and quality of life of these individuals.
2. Demonstrate an understanding of the effect of theory of mind and executive functioning on learning and behavior.
3. Define applied behavioral analysis.
4. Describe possible reasons for self-stimulatory, repetitive behaviors.
5. Understand basic behavioral principles, including basic operant reinforcement, differential reinforcement, extinction, punishment, discrimination training, generalization, etc.
6. Understand and use reinforcement, shaping, behavioral momentum, chaining, modeling, prompting, fading, imitation, discrimination training, and presentation/instructions to promote adaptive behaviors and skills.
7. Describe methods for identifying reinforcers including parent input.
8. Develop a classroom token economy system that incorporates different schedules of reinforcement.
9. Plan instruction for social skills.
10. Identify evidence-based strategies to increase self-awareness and the ability to self-regulate including self-monitoring systems.
11. Describe methods used to decrease behaviors: overcorrection, time out, response cost and extinction.
12. Explain the importance of choosing ethical interventions (e.g., least restrictive and non-aversive interventions).
13. Identify proactive and preventative methods for addressing problem behaviors.
14. Describe visual strategies that may prevent inappropriate behavior.
15. Identify, define, and prioritize target behaviors.
16. Demonstrate the ability to use and collect data using a variety of assessment tools including the antecedent-behavior-consequence (ABC) model.
17. Develop a hypothesis of the function of behavior, considering setting events, antecedents/triggers, and consequence events.
18. Demonstrate the ability to design intervention strategies that match the function of a competing behavior (functional equivalency)
19. Understand the importance of data collection throughout all phases of intervention (e.g., baseline, treatment, generalization, maintenance).
20. Develop a Functional Behavioral Assessment and Positive Behavior Intervention Plan (PBIP) that takes into consideration function and the context of the problem behavior.

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: B-Electronic Interactive

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Participants will engage in:
- Guided inquiry
- Discussion
- Observation of best practices
- Practices of Strategies
- Cycles of Feedback
- Data Analysis
- Lesson Planning
- Facilitated Group Discussions
- Case Studies
- Reading Professional Texts
- Action Planning
- Presentations
- Action Research

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Code: R-Electronic (interactive)

Implementation Support and Monitoring Procedures: The facilitator will provide coaching, guidance and feedback to each participant on their skill development and/or products, to determine the participants successful completion of 100% of the course objectives.

IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?
1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of

implementation and participants work products throughout the course.

3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will use the evaluation impact data gathered?

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

What other forms of evaluation data will be gathered?

a. What evaluation data addresses value of the PD design?

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

b. What evaluation data addresses quality of implementation of the PD?

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

c. Who will use these aspects of PD evaluation data?

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and plan future sessions.

Developed by FDLRS Administration Project   Date 2019-2020

Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience

COMPONENT NUMBER: 3-100-~~006~~ 007

Function: 3 – Computer Science / Technology Education
Focus Area: 100 – Instructional Strategies
Local Sequence Number: 00~~6~~7

POINTS TO BE EARNED: MINIMUM 80 / MAXIMUM 80

DESCRIPTION:

Participants will be able to describe and analyze communication needs, design strategies to facilitate intervention, and demonstrate an understanding of various communication interventions for students with Autism Spectrum Disorders; including AAC/AT. Participants will understand the importance of transition planning for students with ASD.

LINKS TO PRIORITY INITIATIVES

☒Academic content standards for student achievement
☒Assessment and tracking student progress
☒Collegial learning practices
☒Continuous Improvement practices
☒Digital Learning/Technology Infusion
☒Instructional design and lesson planning
☒Learning environment (as per FEAPS standards)
☒Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
☒Professional and ethical behavior
☒Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☐	☒ 3.1.3, 3.1.4, 3.1.5
Learning	☒ 1.2.2, 1.2.3, 1.2.4, 1.2.5	☐	☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	☒ 1.3.1, 1.3.3	☐	☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☐	☒ 3.4.3, 3.4.7

IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
Repetitive practice leading to changes in proficiency of educator or leader on the job
Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:

Educators will:

1. Identify and describe communication characteristics of students with ASD including: limited communication, limited joint attention, and unconventional forms of communication.
2. Examine different alternative/augmentative communication (AAC) systems used with students with Autism Spectrum Disorders:
   a. Single message
   b. Picture communication systems
   c. Manual communication boards
   d. Voice output communication devices
   e. Dynamic display devices
3. Consider different options for symbols as communication tools: objects, photos, symbols, etc.
4. Identify the differences between communication systems and choice systems.
5. Develop a classroom plan that integrates the use of alternative/augmentative communication and assistive/instructional technology(ies) into the curriculum, for example: environmental structure, picture symbols, visual schedules, electronic devices.
6. Describe how to individualize a communication system for an individual student.
   a. Identify vocabulary the student would need in specific environments.
   b. Identify opportunities where the student would need to communicate.
7. Describe how to manipulate the classroom/school environment to promote communication, including the use of "sabotage".
8. Examine why student behavior improved across settings and with a variety of people when the communication tools provide consistency.
9. Demonstrate the ability to work effectively with paraprofessionals, service providers, general education teachers.
10. Describe the process of obtaining an assistive technology evaluation in your district.
11. Identify appropriate assistive/instructional technology(ies) that can be used to assist students with ASD of differing abilities.
12. Describe an example of low, mid and high-tech technology supports across all areas of development, including:
    a. communication
    b. social interactions
    c. academics
    d. daily living
    e. executive functioning
13. Describe the benefits of community-based instruction.
14. Describe services that support transition, career and vocational development, community participation, and independent living in your community.
15. Identify transition assessments and how the information gained is used to develop transition IEP goals, including goals for self-determination and self-advocacy.

16. Describe how individuals with autism are included in transition planning in your district.

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.
Learning Methods Code: B-Electronic Interactive

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Participants will engage in:
- Guided inquiry
- Discussion
- Observation of best practices
- Practices of Strategies
- Cycles of Feedback
- Data Analysis
- Lesson Planning
- Facilitated Group Discussions
- Case Studies
- Reading Professional Texts
- Action Planning
- Presentations
- Action Research

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Code: R-Electronic (interactive)

Implementation Support and Monitoring Procedures: The facilitator will provide coaching, guidance and feedback to each participant on their skill development and/or products, to determine the participants successful completion of 100% of the course objectives.

IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will use the evaluation impact data gathered?

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

What other forms of evaluation data will be gathered?

a. What evaluation data addresses value of the PD design?

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

b. What evaluation data addresses quality of implementation of the PD?

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

c. Who will use these aspects of PD evaluation data?

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and plan future sessions.

Developed by FDLRS Administration Project   Date 2019-2020

D. AUTISM SPECTRUM DISABILITY ALIGNMENT MATRIX

Competency Number*	Specific Component Objective Number(s)	CEC Initial and Advanced Specialty Standards*	Method of Competency Demonstration
Module 1: Nature and Needs, Assessment, and Diagnosis of Students with ASD with Field Experience			
Component Number: 1-100-006			
2a	1. Demonstrate knowledge of the major characteristics of autism and the range of functioning level across all domains including communication, sensory responses and needs, stereotypical behaviors, socialization, and social skill development. 3. Demonstrate knowledge of current research trends, medical and educational issues, comorbidity, and programs in the field of autism.	DDA.1.K1, DDA.1.K2, DDA.1.K3, DDA.6.K4 *SEDAS.1.K5, SEDAS.5.K1* *SEDAS.1.S1, SEDAS.1.S2, SEDAS.1.S3, SEDAS.4.S1, SEDAS.4.S2,*	1. Research major characteristics of ASD 2. Describe autism and comorbid conditions 3. Application exercise that include a dialogue between facilitator and educators 4. Self-reflection 5. Quiz

2a, 2d, 2e	2. Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with autism.
	4. Understand the effects of neurological differences and its impact on learning and behavior.
	5. Identify eligibility criteria for ASD as defined by the most recent version of the Diagnostic and Statistical Manual, and the definition/description used by The Florida Department of Education.
	6. Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation, including:
	   a. criteria for determining eligibility (medical and educational)
	   b. autism-specific instruments
	   c. instruments used to determine IQ
		DDA.1.K1, DDA.1.K8, DDA.4.K1, DDA.4.K3, DDA.6.K1, DDA.6.K3, DDA.6.K5,
		SEDAS.1.K1, SEDAS.1.K2, SEDAS.1.K3, SEDAS.4.K1, SEDAS.5.K1
		SEDAS.4.S2,
			1. Research project that addresses history as well as medical diagnosis and educational eligibility
			2. Describe autism specific instruments and process used for comprehensive evaluation
			3. Application exercised that include a dialogue between facilitator and educators
			4. Self-reflection
			5. Field experience application of course concepts
			6. Quiz

2a	7. Describe the impact of autism on the family. 8. Demonstrate the ability to work effectively with parents.	DDA.6.K7, DDA.7.K1 *SEDAS.5.K1, SEDAS.6.K1, SEDAS.6.K2* *SEDAS.1.S10, SEDAS.4.S2, SEDAS.7.S4*	1. Research data regarding parental involvement in schools and how this can be improved in their own school 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Quiz
2a, 2d, 2e	9. Understand factors considered when determining placement and services for students with ASD. 10. Match levels of support to the changing needs of a student with ASD.	DDA.6.K2, DDA.4.K4, DDA.2.S4, DDA.3.S6, DDA.4.S1, DDA.5.S1, DDA.5.S3, DDA.5.S4, DDA.5.S14, DDA.5.S16	1. Analysis of assessment results 2. Development of IEP SMART goals 3. Make decisions regarding accommodations and instructional strategies

	11. Reflect knowledge of growth and development in curricular planning and expectations. 12. Describe the development of appropriate educational objectives across the range of functioning levels and across the age span (from preschool through adult services). 13. Demonstrate the ability to write appropriate educational and behavioral goals and objectives. 21. Describe strategies for conducting ongoing classroom-based assessments and databased decision making for program development.	*SEDAS.1.K4, SEDAS.2.K2* *SEDAS.1.S4, SEDAS.1.S5, SEDAS.1.S6,* *SEDAS.3.S1, SEDAS.3.S12,* *SEDAS.3.S14*	4. Field experience application of course concepts 5. Quiz

2a, 2e	14. Demonstrate an understanding of strategies for structuring the environment to promote:
	    a. opportunities to enhance communicative initiations and interactions;
	    b. opportunities for appropriate play and leisure activities;
	    c. self-regulation and self-control;
	    d. sensory-motor concerns; and
	    e. direct instruction.
	20. Implement evidence-based and promising practices strategies, such as incidental teaching, discrete trial, group instruction, task analysis, use of prompts and prompt fading, shaping, effective use of reinforcement in teaching skills, shadowing, modeling and scaffolding.
	22. Demonstrate transfer, lifting and positioning techniques.
		DDA.1.K4, DDA.4.K2, DDA.5.K1
		DDA.2.S6, DDA.5.S5, DDA.5.S9,
		DDA.5.S11,
		SEDAS.5.K1
		SEDAS.1.S3, SEDAS.3.S5, SEDAS.3.S8,
		SEDAS.3.S11, SEDAS.3.S14,
		SEDAS.4.S2
			1. Research Evidence-based Practices (EBP)
			2. Application exercise that include a dialogue between facilitator and educators
			3. Self-reflection
			4. Field experience application of course concepts
			5. Quiz

2a	15. Describe the importance that sensory issues play in maladaptive behaviors exhibited by many students with ASD and how to accommodate for sensory issues in the school environment.	DDA.1.K4	1. Sensory graphic organizer 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Quiz
2a, 2c, 2e	16. Describe strategies to promote social interactions and learning in more inclusive environments, including general education and community. 17. Describe various physical and visual strategies that can be used to accommodate a student with ASD in both a self-contained and a general education classroom, (i.e., environmental structuring, schedules, social situation stories and scripts), in order to communicate social information and expectations.	DDA.4.K2 DDA.2.S2, DDA.2.S3, DDA.3.S5, DDA.5.S10, DDA.5.S12, DDA.5.S15, DDA.5.S16, *SEDAS.3.K1, SEDAS.3.K2*	1. Development and implementation of a social narrative 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz

2a,2e	17. Describe various physical and visual strategies that can be used to accommodate a student with ASD in both a self-contained and a general education classroom, (i.e., environmental structuring, schedules, social situation stories and scripts), in order to communicate social information and expectations. 18. Plan and implement activities for independent functional life skills for a student with autism.	DDA.4.K2 DDA.2.S1, DDA.2.S3, DDA3.S3, DDA.5.S10, DDA.5.S13, DDA.5.S15, DDA.5.S16, *SEDAS.3.K2, SEDAS.3.K4*	1. Development and implementation of structured work system; including progress monitoring tool 2. Develop and implement a visual to support the use of the structured work system 3. Application exercise that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a, 2e	19. Categorize the different types of visual schedules used to promote independence based on a student's educational and cognitive abilities.	DDA.3.S4 *SEDAS.3.S9*	1. Development and implementation of visual schedules 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz

Module 2: Applied Behavior Analysis and Positive Behavior Supports for Students with ASD with Field Experience
Component Number: 1-101-002

2a, 2c, 2e	1. Identify social and behavioral issues associated with ASD and how those behaviors impact the functioning and quality of life of these individuals. 2. Demonstrate an understanding of the effect of theory of mind and executive functioning on learning and behavior. 4. Describe possible reasons for self-stimulatory, repetitive behaviors.	DDA.1.K1, DDA.1.K4,DDA.1.K6, DDA.1.K7, DDA.1.K8, DDA.1.K9, *SEDAS.1.K1, SEDAS.3.K2, SEDAS.5.K1* *SEDAS.1.S1, SEDAS.1.S2, SEDAS.4.S2*	1. Research project 2. Development of IEP SMART goals for social/emotional/behavior 3. Field experience application of course concepts 4. Quiz
2c, 2e	3. Define applied behavioral analysis. 5. Understand basic behavioral principles, including basic operant reinforcement, differential reinforcement, extinction, punishment, discrimination training, generalization, etc. 6. Understand and use reinforcement, shaping, behavioral momentum, chaining, modeling, prompting, fading, imitation, discrimination training, and presentation/instructions to promote adaptive behaviors and skills.	DDA.1.K4, DDA.1.K6, DDA.1.K9, DA.6.K4 DDA.3.S1, DDA.3.S5, DDA.4.S2, DDA.5.S11, DDA.5.S12, DDA.5.S5, *SEDAS.3.K2, SEDAS.4.K1, SEDAS.5.K1, SEDAS.6.K2* *SEDAS.3.S10, SEDAS.3.S11, SEDAS.3.S12, SEDAS.3.S5, SEDAS.3.S7, SEDAS.4.S2, SEDAS.6.S2, SEDAS.6.S4*	1. Research basic principles of ABA 2. Choose an Evidenced Based Practice in the area of behavior to research 3. Application exercise that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a, 2c, 2e	7. Describe methods for identifying reinforcers including parent input.	DDA.4.K2, DDA.6.K4, DDA.6.K7, DDA.2.S1, DDA.3.S3, DDA.3.S5, DDA.3.S6, DDA.4.S2,	1. Develop token economy system 2. Identify target/replacement behavior

	8. Develop a classroom token economy system that incorporates different schedules of reinforcement. 13. Identify proactive and preventative methods for addressing problem behaviors. 14. Describe visual strategies that may prevent inappropriate behavior. 15. Identify, define, and prioritize target behaviors.	DDA.4.S3, DDA.5.S5, DDA.5.S10, DDA.5.S11, DDA.5.S12, DDA.5.S13, *SEDAS.3.K1, SEDAS.3.K2, SEDAS.4.K1, SEDAS.1.S4, SEDAS.1.S5, SEDAS.1.S6, SEDAS.1.S8, SEDAS.3.S1, SEDAS.3.S5, SEDAS.3.S7, SEDAS.3.S10, SEDAS.3.S11, SEDAS.3.S12, SEDAS.3.S14*	3. Analyze reinforcer assessment 4. Application exercise that include a dialogue between facilitator and educators 5. Self-reflection 6. Field experience application of course concepts 7. Quiz
2c, 2d, 2e	9. Plan instruction for social skills.	DDA.1.K9, DDA.2.S1, DDA.2.S3, DDA.3.S1, DDA.3.S5, DDA.5.S5, DDA.5.S11, DDA.5.S12, DDA.5.S15, *SEDAS.3.S5, SEDAS.3.S7, SEDAS.3.S14, SEDAS.6.S2, SEDAS.6.S4*	1. Administer Functional Social Skills Assessment (FSSA) 2. Complete the Visual Social Skills Profile based on results of FSSA 3. Create and implement a social skills lesson that addresses the deficits from the above 4. Application exercise that include a dialogue between facilitator and educators 5. Self-reflection 6. Field experience application of course concepts 7. Quiz
2c	10. Identify evidence-based strategies to increase self-awareness and the ability to self-regulate including self-monitoring systems.	DDA.1.K9, DDA.3.S5, DDA.5.S11, DDA.6.K4 *SEDAS.3.S11, SEDAS.3.S12*	1. Develop and implement a self-monitoring system 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Quiz
2c, 2e	11. Describe methods used to decrease behaviors: overcorrection, time out, response cost and extinction. 12. Explain the importance of choosing ethical interventions (e.g., least restrictive and non-aversive interventions). 16. Demonstrate the ability to use and collect data using a variety of assessment tools including the antecedent-behavior-consequence (ABC) model.	DDA.4.S2, DDA.4.S3, *SEDAS.1.K2, SEDAS.4.K1, SEDAS.6.K2, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8 SEDAS.3.S11*	1. Collect behavioral data (ABC) 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz
2c, 2d, 2e	17. Develop a hypothesis of the function of behavior, considering setting events, antecedents/triggers, and consequence events. 18. Demonstrate the ability to design intervention strategies that match the function of a competing behavior (functional equivalency)	DDA.4.S2, DDA.4.S3, *SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8*	1. Use ABC data to develop a hypothesis for the function of behavior 2. Research and design an intervention strategy that matches the function of the competing behavior 3. Implement intervention and collect data

			4. Application exercise that include a dialogue between facilitator and educators 5. Self-reflection 6. Field experience application of course concepts 7. Quiz
2c, 2e	19. Understand the importance of data collection throughout all phases of intervention (e.g., baseline, treatment, generalization, maintenance).	DDA.4.S2, DDA.4.S3 *SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8*	1. Develop a graph that shows baseline and intervention data 2. Make instructional decisions based on data results 3. Application exercise that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2c, 2e	20. Develop a Functional Behavioral Assessment and Positive Behavior Intervention Plan (PBIP) that takes into consideration function and the context of the problem behavior.	DDA.4.S2, DDA.4.S3, DDA.5.S5 *SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8*	1. Develop an FBA and PBIP based on data results 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz
Module 3: Assistive/ Instructional Technology and Natural/ Augmentative Communication Systems for Students with ASD with Field Experience **Component Number: 3-100-007**			
2a	1. Identify and describe communication characteristics of students with ASD including: limited communication, limited joint attention, and unconventional forms of communication.	DDA.1.K2, DDA.1.K5 *SEDAS.1.K1, SEDAS.5.K1* *SEDAS.1.S1, SEDAS.1.S2, SEDAS.4.S2*	1. Research project 2. Application exercised that include a dialogue between facilitator and educators 3. Self-reflection 4. Quiz

2b, 2e	2. Examine different alternative/augmentative communication (AAC) systems used with students with Autism Spectrum Disorders:
	  a. Single message
	  b. Picture communication systems
	  c. Manual communication boards
	  d. Voice output communication devices
	  e. Dynamic display devices
	3. Consider different options for symbols as communication tools: objects, photos, symbols, etc.
	4. Identify the differences between communication
		DDA.1.K5, DDA.4.K2, DDA.4.K4, DDA.2.S2, DDA.2.S3, DDA.3.S1, DDA.3.S2, DDA.3.S4, DDA.3.S5, DDA.5.S2, DDA.5.S4, DDA.5.S13, DDA.5.S15,
		SEDAS.2.K1, SEDAS.3.K3, SEDAS.5.K1
		SEDAS.1.S5, SEDAS.1.S6, SEDAS.3.S6, SEDAS.3.S7, SEDAS.4.S2, SEDAS.6.S3
			1. Research AAC devices; including PECS
			2. Individualize AAC for a student
			3. Application exercised that include a dialogue between facilitator and educators
			4. Self-reflection
			5. Field experience application of course concepts
			6. Quiz

	6. Describe how to individualize a communication system for an individual student.
	   a. Identify vocabulary the student would need in specific environments.
	   b. Identify opportunities where the student would need to communicate.		

2a, 2b	5. Develop a classroom plan that integrates the use of alternative/augmentative communication and assistive/instructional technology(ies) into the curriculum, for example: environmental structure, picture symbols, visual schedules, electronic devices. 7. Describe how to manipulate the classroom/school environment to promote communication, including the use of "sabotage".	DDA.1.K5, DDA.5.K1 DDA.2.S2, DDA.3.S1, DDA.3.S3, DDA.3.S5, DDA.3.S6, DDA.4.S1, DDA.4.S2, DDA.5.S2, DDA.5.S3, DDA.5.S10, DDA.5.S14, DDA.5.S15, *SEDAS.2.K1, SEDAS.3.K1, SEDAS.3.K3, SEDAS.3.S5, SEDAS.3.S7, SEDAS.3.S10, SEDAS.4.S2, SEDAS.6.S3*	1. Research AAC devices 2. Integration of AAC into classroom environment/curriculum 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Quiz
2a, 2b, 2c, 2e	8. Examine why student behavior improved across settings and with a variety of people when the communication tools provide consistency.	DDA.6.K5, DDA.4.S2, DDA.5.S2, DDA.5.S5, DDA.5.S13, DDA.5.S15, *SEDAS.3.K2, SEDAS.3.K3, SEDAS.3.S5*	1. Identify interfering behavior 2. Implement the Functional Communication Training (FTC) strategy 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a	9. Demonstrate the ability to work effectively with paraprofessionals, service providers, general education teachers.	DDA.2.S2, DDA.5.K1, DDA.6.K6, DDA.7.K1, DDA.5.S14 *SEDAS.3.K1, SEDAS.5.K1 SEDAS.1.S6, SEDAS.1.S7, SEDAS.3.S1, SEDAS.3.S14, SEDAS.5.S1, SEDAS.5.S2, SEDAS.5.S3, SEDAS.5.S4, SEDAS.5.S5, SEDAS.6.S1, SEDAS.6.S2, SEDAS.6.S4, SEDAS.7.S3, SEDAS.7.S4*	1. Describe collaboration and communication with stakeholders; including paras and service providers 2. Describe collaboration and communication among and between special education and general education teachers 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Quiz
2a, 2b	10. Describe the process of obtaining an assistive technology evaluation in your district. 11. Identify appropriate assistive/instructional technology(ies) that can be used to assist students with ASD of differing abilities. 12. Describe an example of low, mid and high-tech technology supports across all areas of development,	DDA.1.K5, DDA.1.K7, DDA.1.K8, DDA.4.K2, DDA.4.K4, DDA.7.K1, DDA.2.S1, DDA.2.S2, DDA.2.S3, DDA.2.S4, DDA.3.S2, DDA.3.S3, DDA.3.S4, DDA.3.S5, DDA.3.S6, DDA.4.S1, DDA.5.S1, DDA.5.S2, DDA.5.S3, DDA.5.S4, DDA.5.S12, DDA.5.S13, DDA.5.S15 *SEDAS.2.K1, SEDAS.3.K1, SEDAS.3.K2,*	1. Research technology supports 2. Provide examples of low, mid, and high tech supports 3. Review district AT evaluation process 4. Application exercised that include a dialogue between facilitator and educators 5. Self-reflection

	including:
	    a. communication
	    b. social interactions
	    c. academics
	    d. daily living
	    e. executive functioning
		SEDAS.3.K3, SEDAS.3.K4, , SEDAS.5.K1,
		SEDAS.1.S5, SEDAS.1.S7, SEDAS.3.S1,
		SEDAS.3.S5, SEDAS.3.S6, SEDAS.3.S7,
		SEDAS.3.S9, SEDAS.3.S14, SEDAS.4.S2,
		SEDAS.6.S3
			6. Quiz

2b, 2e	11. Identify appropriate assistive/instructional technology(ies) that can be used to assist students with ASD of differing abilities.
	12. Describe an example of low, mid and high-tech technology supports across all areas of development, including:
	    a. communication
	    b. social interactions
	    c. academics
	    d. daily living
	    e. executive functioning
		DDA.1.K5, DDA.1.K7, DDA.1.K8, DDA.4.K4, DDA.2.S1, DDA.2.S2, DDA.2.S3, DDA.2.S4, DDA.3.S2, DDA.3.S3, DDA.3.S4, DDA.3.S5, DDA.3.S6, DDA.4.S1, DDA.5.S1, DDA.5.S2, DDA.5.S3, DDA.5.S4, DDA.5.S12, DDA.5.S13, DDA.5.S15
		SEDAS.2.K1, SEDAS.3.K1, SEDAS.3.K2,
		SEDAS.3.K3, SEDAS.3.K4, SEDAS.5.K1
		SEDAS.3.S1, SEDAS.3.S5, SEDAS.3.S6,
		SEDAS.3.S7, SEDAS.3.S9, SEDAS.3.S14,
		SEDAS.4.S2, SEDAS.6.S3
			1. Research Technology Aided Instruction and Intervention (TAII) resources
			2. Describe the use of resources in the areas of communication, social interactions, academics, daily living, and executive functioning
			3. Application exercised that include a dialogue between facilitator and educators
			4. Self-reflection
			5. Field experience application of course concepts
			6. Quiz

2a	13. Describe the benefits of community-based instruction. 14. Describe services that support transition, career and vocational development, community participation, and independent living in your community.	DDA.3.K1, DDA.5.K2, DDA.6.K2, DDA.6.K6, DDA.7.K1, DDA.2.S1, DDA.5.S6, DDA.5.S7, DDA.5.S8, DDA.7.S1 *SEDAS.1.K6, SEDAS.3.K4, SEDAS.5.K1,* *SEDAS.1.S9, SEDAS.3.S3, SEDAS.3.S4,* *SEDAS.3.S8, SEDAS.3.S12, SEDAS.3.S13,* *SEDAS.4.S2, SEDAS.5.S1, SEDAS.6.S1,* *SEDAS.7.S1, SEDAS.7.S3, SEDAS.7.S4,* *SEDAS.7.S5*	1. Research transition services statewide and in their community/district 2. Describe the benefits of community-based instruction 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Quiz
2a, 2b, 2d, 2e	15. Identify transition assessments and how the information gained is used to develop transition IEP goals, including goals for self-determination and self-advocacy. 16. Describe how individuals with autism are included in transition planning in your district.	DDA.3.K1, DDA.4.K2, DDA.4.K3, DDA.4.K4, DDA.5.K2, DDA.6.K2, DDA.6.K6, DDA.7.K1 DDA.4.S1, DDA.5.S6, DDA.5.S7, DDA.5.S14, DDA.5.S16, DDA.7.S1 *SEDAS.1.K6* *SEDAS.1.S9, SEDAS.3.S2, SEDAS.3.S3,* *SEDAS.3.S4, SEDAS.3.S5, SEDAS.3.S12,* *SEDAS.3.S13, SEDAS.3.S14, SEDAS.4.S2,* *SEDAS.7.S1, SEDAS.7.S3, SEDAS.7.S5*	1. Research transition assessments 2. Use assessment data to develop post-secondary transition IEP goals 3. Identify challenges facing families of transition aged students and how high-quality transition planning alleviates these challenges 4. Application exercised that include a dialogue between facilitator and educators 5. Self-reflection 6. Field experience application of course concepts 7. Quiz

∗ **Competency Number based upon Rule 6A-4.01796**

(a) Nature of autism spectrum disorders (to include student characteristics, appropriate learning goals, teaching approaches, environmental arrangements, etc.);

(b) Use of assistive and instructional technology and natural, alternative and augmentative communication systems for students with autism spectrum disorders;

(c) Behavior management and positive behavior supports for students with autism spectrum disorders;

(d) Assessment and diagnosis of autism spectrum disorders; and,

(e) Field-based experience with students with autism spectrum disorders.

∗ <u>**CEC Initial and Advanced Specialty Standards (see Appendix A)**</u>

<u>**Initial Specialty Set**</u>: Developmental Disabilities and Autism Spectrum Disorder

<u>**Advanced Specialty Set**</u>: Special Education Developmental Disabilities and Autism Spectrum Disorder Specialist

Initial Preparation / DDA	**Advanced Preparation / SEDAS**
Standard 1: Learner Development and Individual Learning Differences	Standard 1: Assessment
Standard 2: Learning Environments	Standard 2: Curricular Content Knowledge
Standard 3: Curricular Content Knowledge	Standard 3: Programs, Services, and Outcomes
Standard 4: Assessment	Standard 4: Research and Inquiry
Standard 5: Instructional Planning and Strategies	Standard 5: Leadership and Policy
Standard 6: Professional Learning and Ethical Practice	Standard 6: Professional and Ethical Practice
Standard 7: Collaboration	Standard 7: Collaboration

E. INSTRUCTORS

Selection of instructors for the NEFEC Alternative Program for Add-On Certification: Autism Spectrum Disorder will be based on the following minimum selection criteria:

- Current Florida teaching certificate in Education and Exceptional Student Education
- Background of successful staff development and/or adult training expertise
- Master's degree in Education or Special Education
- Three years of qualified experience in working with students diagnosed with Autism Spectrum Disorder
- Certified and experienced in the areas of content to be taught
- Commitment to carry out the number of hours of instruction, individual participant consultation, and follow-up specified in each training module
- Commitment to use and maintain the integrity of the training components
- Commitment to the Autism Spectrum Disorder Endorsement Program and to the delivery of training at times and places convenient to the participants

<u>COMPETENCY</u> COMPLETION REQUIREMENTS

The option of completing the three components is available for teachers in lieu of taking college courses to earn the Autism Spectrum Disorder Endorsement. In order to satisfy specialization requirements in Rule 6A-4.01796, Florida Administrative Code, participants must have a bachelor's or higher degree with certification in any exceptional student education area and complete 12 semester hours or 240 inservice hours including the following: ~~nature of autism spectrum disorder, use of assistive and instructional technology and natural, alternative and augmentative communication systems for students with ASD, behavior management and positive behavior supports for students with ASD, and field-based experience with students with ASD.~~ <u>Nature and Needs, Assessment, and Diagnosis of Students with ASD with Field Experience, Applied Behavior Analysis and Positive Behavior Supports for Students with ASD with Field Experience, and Assistive/Instructional Technology and Natural/Augmentative Communication Systems for Students with ASD with Field Experience.</u>

A. PROGRAM COMPLETION

Satisfactory completion of all required training activities in each module/component and demonstration of mastery of all competencies within are required for program completion. Satisfactory completion of individual components may be demonstrated through:

- Instructor's verification of successful demonstration of all applicable competencies and products within the component of the approved add-on program
- <u>Verification of successful demonstration of all applicable competencies within a component of another district's Autism Spectrum Disorder Program conducted by personnel from the district's staff development office and applied when reasonable equivalency between the components is established through a review of the approved program</u>

In order to satisfy specialization requirements in Rule 6A-4.01796, Florida Administrative Code, participants must complete all requirements listed above.

Methods for determining a participant has obtained all the competencies required for the

specialization area are addressed within the coursework requirements and reflected in the Matrix. The successful completion of each required course will document that the participant has attained the competencies and skills addressed in and specific to the course.

Proof of successful course completion and the awarding of inservice points will be maintained by the district professional development office. At the conclusion of each course, each participant successfully mastering the competencies therein will be awarded inservice credit per the Professional Learning Catalog. Upon successful completion of all three required courses, the professional development office will provide the participant with a Certificate of Completion noting that the participant has successfully completed the Add-on Endorsement Program: Autism Spectrum Disorder. The teacher certification office will then assist the participant in ~~filing the necessary paperwork~~ completing Form CG-10 and collecting the appropriate processing fee~~s~~ associated with petitioning The Florida Department of Education to add the Autism Spectrum Disorder Endorsement to the educator's teaching certificate.

B. COMPETENCY DEMONSTRATION

All those pursuing the addition of the Autism Spectrum Disorder Endorsement to their Florida Educators' Certificates must earn a minimum of 240 inservice points by successfully completing the prescribed set of inservice components including the demonstration of all competencies required for the endorsement or through documented evaluation means. In general, competency demonstration will be done through products, tests, classroom demonstrations, and/or portfolios; however, procedures for evaluation of competency achievement within components will vary depending on the nature of the competency. Inservice training credits for those completing the add-on program will be awarded on the basis of a candidate's successful completion of the components, direct instruction, and follow-up activities.

C. COMPETENCY VERIFICATION

College and/or university coursework may be substituted for portions of the Autism Spectrum Disorder Add-on Endorsement requirement. Consideration will be given to students who have successful completion with a grade of B or better of a college/university course with verification from the district instructor that there is reasonable equivalence between the college/university courses and the district add-on courses. Decisions will be made at the local level, in collaboration with the district teacher certification office and the professional development office. Certificates will be issued to successful completers as a record of competency completion.

PROGRAM EVALUATION

A. EVALUATION PLAN

The overall effectiveness of the Autism Spectrum Disorder Endorsement Program will be determined by participant assessment, training component assessment, and program assessment techniques using the strategies described below:

1. Individual participants will be evaluated based on competency acquisition as verified by the instructor in accordance with approved competency demonstration methods and criteria. (In accordance with district inservice requirements, any participant who wishes to receive inservice points must demonstrate competency on at least 80% of the specific objectives using pre- and post-tests or other valid measures.)
2. Each training component will be evaluated by utilizing district staff development program procedures.
3. The program will be assessed by participants; instructors; staff development personnel; and district exceptional student education administrative and supervisory staff to determine program effectiveness, program efficiency in terms of management, operation, delivery and cost effectiveness.

DESCRIPTIVE DATA

Formal program evaluation will provide the following data:

1. Number of teachers who are out-of-field in autism spectrum disorders
2. Number and percentage of the above that have enrolled in the add-on program
3. Number of enrollees dropped for nonperformance
4. Number and percentage of program completers
5. Number and percentage of program completers teaching in the district

CLIENT SATISFACTION DATA

Attitudes of participants will be surveyed to determine the extent to which:
1. The program is meeting candidate needs
2. The quality of instruction is consistent with professional development standards
3. The curriculum is pertinent to their classroom and professional development needs
4. The pace, quantity, and quality of assignments are compatible with their primary teaching responsibilities

SUPERVISORY EVALUATION DATA

Principals, administrators and supervisors may be asked to perform site-based evaluations to determine the extent to which:
1. School and program needs are being met through the training provided by the add-on endorsement program
2. Skills acquired in add-on training are practiced in the candidate's classroom and shared with others
3. Evidence exists of tangible benefit to students accruing from add-on training

LOGISTICAL SUPPORT

Annual program costs will be calculated from records of training, material purchases, copying, consultant fees, district or project expenditures, and salary portions of key personnel in program operations. Additional evaluation procedures may be developed and implemented as needed by the district. Any program revisions resulting from these evaluation procedures will be reported to the Florida Department of Education.

Participants, instructors, and district staff will evaluate the program in the following areas:

- Scope and sequence of courses
- Instructional materials
- Relevance to effective teaching and learning
- Adequacy of preparation for teaching assignment/study

In addition, in order to assess overall effectiveness of the program, participants completing the program will be asked to complete an online exit survey which will provide feedback regarding the management and operation of program activities.

The budget for Autism Spectrum Disorder Endorsement will mostly be borne by the participating districts. Districts may be able to participate in Florida Diagnostic and Learning Resources System-sponsored courses that are offered free of charge. In some cases, districts may offer stipends to participants for successful completion time. Staff development personnel will monitor administrator time and effort to ascertain intangible program costs.

B. ANNUAL REVIEW

Methods by which the component coordinator will determine the impact of the component on the individual's job performance and/or classroom, school, work setting are described as part of each component evaluation.

An annual review of the efficacy of the program will be conducted by Exceptional Student Education administration in the school district via continuous programmatic review of data collection previously noted above in *Program Evaluation, Evaluation Plan*. The carry-over effects of the training will be measured by direct observation, status of highly qualified personnel, and the provision of quality educational services. The data obtained in this continuous review cycle will be used to revise the program as necessary as well as to inform the next areas of professional development offered outside of the endorsement program.

PROGRAM MANAGEMENT

The ~~FDLRS organization~~ NEFEC Organization of Educational Leaders (NOEL) Key District Contacts and District Professional Development Coordinators along with the NEFEC Professional Learning Catalog/Endorsement Coordinator and Florida Diagnostic & Learning Resources System (FDLRS) will be responsible for the overall management of the ASD Endorsement Program including dissemination of information, maintaining participant and program files, certifying the completion of program requirements and processing applications, coordinating program activities, collecting evaluation data, and providing information regarding the Program when required by the school district and/or Florida Department of Education staff.

Participant files will include a copy of the Plan of Study, schedule of courses, and a timeline with a projected date for completion.

Inservice training for the ASD courses is offered ~~by districts and regional service providers~~ through the regional FDLRS Centers. FDLRS will be responsible for updating the program as necessary and, when appropriate, advertising the availability of the courses to districts.

A. CANDIDATE APPLICATION AND ADMISSION

The individuals designated above will share the process for application, admission, and verification of the Autism Spectrum Disorder Endorsement Program. Eligibility to participate in the program is predicated on a candidate's holding a bachelor's or higher degree with certification in any exceptional student education area. The candidate must hold a valid Florida Educator's Certificate (Temporary or Professional).

A candidate who enters the program based on a Temporary Certificate must show proof of eligibility for a Professional Certificate prior to the district's verification of completion of the program. Permanent substitutes with valid full-time Florida Temporary or Professional Education Certificates are eligible to enroll in the program.

Enrollment preference will be given to educators who are currently classified as in need of Autism Spectrum Disorder Endorsement to meet employment requirements. Other participants will be admitted to the Program as part of their Individual Professional Learning Plan or to earn inservice credit for recertification purposes. If space allows, paraprofessionals directly involved with service to students with ASD can be enrolled to further their knowledge to assist with classroom instruction.

B. ADVISEMENT

Individualized advisement will be provided by the appropriate district personnel in collaboration with the course instructor on matters related to the endorsement offerings, training requirements, and progress toward completion of the Autism Spectrum Disorder Endorsement Program. The district will ensure that staff members are available to assist candidates with the initial program orientation, inservice training requirements, and progress toward successful program completion.

C. ATTENDANCE REQUIREMENT FOR INSERVICE POINTS

Attendance is mandatory unless because of serious illness or extreme emergency the instructor excuses the absence. Excused absence class hours must be satisfied through a schedule approved by the instructor. Participants receive one inservice point for each clock hour of component participation, ~~up to~~ 80 hours per component, a total of 240 inservice hours for the Autism Spectrum Disorder Endorsement Program. ~~When participants have completed all program completion requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. District staff will acknowledge completion of all components and notify the Florida Department of Education.~~

D. TRANSFER AND UTILIZATION OF CREDIT

Equivalent or higher content level college credit obtained from a regionally accredited institution of higher education with an approved Autism Endorsement Program may be used to satisfy component requirements. College course(s) are converted to inservice points with each semester credit hour equivalent to twenty (20) inservice points. An official college transcript must be requested by the participant and forwarded to the Professional Development Director's Office. Inservice credit earned in other school districts may be applied to the Autism Endorsement program provided that (1) the

component is of equivalent or higher content level, and (2) the component was earned as part of an approved Add-On Endorsement Program for Autism. Participants must request an official Inservice Transfer Record be sent from the previous employer to the district staff development director. ~~Inservice credit earned while employed in another district may be applied to the Add-On Certification provided:~~

- ~~The component is of equivalent or higher content level~~
- ~~The component was earned as part of a Florida-approved Add-On Certification Program~~

E. CERTIFICATION OF COMPLETION

It is the participant's responsibility to complete each component within the timelines established by the School Board Rule 6A-1.0503, Definition of Qualified Instructional Personnel. When participants have completed all program completion requirements; thereby, demonstrating mastery of competencies and objectives, program completion is verified by the district staff development director. Since records are kept during each step of the Autism Spectrum Disorder Endorsement Program by district staff development personnel, the professional learning tracking system, or other inservice tracking systems, documentation is easily accessed by district staff to verify successful completion of all components. After verification, district documentation on behalf of the participant will then be submitted to the Florida Department of Education using Form CG-10, along with the appropriate processing fee. ~~After the local verification process is complete, the district designee will notify the Florida Department of Education.~~

SCHOOL BOARD APPROVAL

In order for the Autism Spectrum Disorder Endorsement Program to receive state approval, a statement signed by each District Superintendent and Chairman of the School Board stating that it has been approved locally for submission is included with this document

APPENDIX A

CEC INITIAL AND ADVANCED SPECIALTY STANDARDS

INITIAL SPECIALTY SET: DEVELOPMENTAL DISABILITIES AND AUTISM SPECTRUM

Initial Preparation Standard 1: Learner Development and Individual Learning Differences	
Knowledge	
DDA.1.K1	Medical aspects and implications for learning for individuals with developmental disabilities and autism spectrum disorder
DDA.1.K2	Core and associated characteristics of individuals with developmental disabilities and autism spectrum disorder
DDA.1.K3	Co-existing conditions and ranges that exist at a higher rate than in the general population
DDA.1.K4	Sensory challenges of individuals with developmental disabilities and autism spectrum disorder
DDA.1.K5	Speech, language, and communication of individuals with developmental disabilities and autism spectrum disorder
DDA.1.K6	Adaptive behavior needs of individuals with developmental disabilities and autism spectrum disorder
DDA.1.K7	Effect of theory of mind, central coherence, and executive function on learning and behavior
DDA.1.K8	Effect of neurological differences on learning and behavior
DDA.1.K9	Effect of self-regulation on learning and behavior
Skills	
None specified	

Initial Preparation Standard 2: Learning Environments	
Knowledge	
None in addition to the ICSI	
Skills	
DDA.2.S1	Plan and implement instruction for independent functional life skills and adaptive behavior
DDA.2.S2	Plan and implement instruction and related services in environments that are both age appropriate and ability appropriate
DDA.2.S3	Use specialized instruction to enhance social participation across environments
DDA.2.S4	Plan systematic instruction based on learner characteristics, interests, and ongoing assessment

Initial Preparation Standard 3: Curricular Content Knowledge	
Knowledge	
DDA.3.K1	Evidence-based career and vocational transition programs for individuals with developmental disabilities and autism spectrum disorder
Skills	
DDA.3.S1	Provide pragmatic language instruction that facilitates social skills
DDA.3.S2	Provide individuals with strategies to avoid and repair miscommunications
DDA.3.S3	Plan and implement instruction for independent functional life skills and adaptive behavior
DDA.3.S4	Plan and implement instruction and related services that are both age appropriate and ability appropriate
DDA.3.S5	Use specialized instruction to enhance social participation across environments
DDA.3.S6	Plan systematic instruction based on learner characteristics, interests, and ongoing assessment

Initial Preparation Standard 4: Assessment	
Knowledge	
DDA.4.K1	Specialized terminology used in the assessment of individuals with developmental disabilities and autism spectrum disorder
DDA.4.K2	Assessments of environmental conditions that promote maximum performance of individuals with developmental disabilities and autism spectrum disorder
DDA.4.K3	Components of assessment for the core areas for individuals with developmental disabilities and autism spectrum disorder
DDA.4.K4	Individual strengths, skills, and learning styles
Skills	
DDA.4.S1	Select, adapt, and use assessment tools and methods to accommodate the abilities and needs of individuals with developmental disabilities and autism spectrum disorder
DDA.4.S2	Develop strategies for monitoring and analyzing challenging behavior and its communicative intent
DDA.4.S3	Conduct functional behavior assessments that lead to development of behavior support plans
Initial Preparation Standard 5: Instructional Planning and Strategies	
Knowledge	
DDA.5.K1	Specialized curriculum designed to meet the needs of individuals with developmental disabilities and autism spectrum disorder
DDA.5.K2	Evidence based career and vocational transition programs for individuals with developmental disabilities and autism spectrum disorder
Skills	
DDA.5.S1	Match levels of support to changing needs of the individual
DDA.5.S2	Implement instructional programs that promote effective communication skills using verbal and augmentative and alternative communication systems
DDA.5.S3	Provide specialized instruction for spoken language, reading, and writing
DDA.5.S4	Use instructional strategies that fall on a continuum of child-directed to adult-directed in natural and structured context
DDA.5.S5	Consistently use proactive strategies and positive behavioral supports
DDA.5.S6	Involve individuals with developmental disabilities and autism spectrum disorder in the transition planning process
DDA.5.S7	Plan for transition needs including linkages to supports and agencies focusing on life-long needs
DDA.5.S8	Provide instruction in community-based settings
DDA.5.S9	Demonstrate transfer, lifting, and positioning techniques
DDA.5.S10	Structure the physical environment to provide optimal learning
DDA.5.S11	Provide instruction in self-regulation
DDA.5.S12	Utilize student strengths to reinforce and maintain social skills
DDA.5.S13	Plan instruction for independent functional life skills and adaptive behavior
DDA.5.S14	Plan and implement instruction and related services that are both age appropriate and ability appropriate
DDA.5.S15	Use specialized instruction to enhance social participation across environments
DDA.5.S16	Plan systematic instruction based on learner characteristics, interests, and ongoing assessment

Initial Preparation Standard 6: Professional Learning and Ethical Practice	
Knowledge	
DDA.6.K1	Definitions and issues related to the identification of individuals with developmental disabilities and autism spectrum disorder
DDA.6.K2	Continuum of placement and services available for individuals with developmental disabilities and autism spectrum disorder
DDA.6.K3	Historical foundations and classic studies of developmental disabilities and autism spectrum disorder
DDA.6.K4	Trends and practices in the field of developmental disabilities and autism spectrum disorder
DDA.6.K5	Theories of behavior problems of individuals with developmental disabilities and autism spectrum disorder
DDA.6.K6	Perspectives held by individuals with developmental disabilities and autism spectrum disorder
DDA.6.K7	Concepts of self-determination, self-advocacy, and community and family support, and impact in the lives of individuals with developmental disabilities and autism spectrum disorder
Skills	
None in addition to the ICSI	
Initial Preparation Standard 7: Collaboration	
Knowledge	
DDA.7.K1	Services, networks, and organizations for individuals, professionals, and families with developmental disabilities and autism spectrum disorder
Skills	
DDA.7.S1	Collaborate with team members to plan transition to adulthood that encourages full community participation

Advanced Preparation Standard 1: Assessment	
Knowledge	
SEDAS.1.K1	Criteria used to diagnose or identify the continuum of developmental disabilities and autism spectrum disorder as defined by the most current version of the *Diagnostic and Statistical Manual of Mental Disorders*
SEDAS.1.K2	Ethical implications and obligations related to diagnosis and identification of individuals with developmental disabilities and autism spectrum disorder
SEDAS.1.K3	Comprehensive assessment, including specialized terminology and assessment tools
SEDAS.1.K4	Importance of ongoing evaluation of strengths and needs in varied contexts
SEDAS.1.K5	Conditions for individuals who are dually diagnosed with developmental disabilities and autism spectrum disorder and/or mental health disorders
SEDAS.1.K6	Comprehensive transition assessment, including identification of external agency assessment sharing
Skills	
SEDAS.1.S1	Describe the core and associated characteristics of individuals with developmental disabilities and autism spectrum disorder
SEDAS.1.S2	Describe the distinguishing features of disorders on the autism spectrum
SEDAS.1.S3	Identify conditions that co-exist between developmental disabilities and autism spectrum disorder
SEDAS.1.S4	Conduct nonbiased assessment
SEDAS.1.S5	Use information from assessments and educational records to design instruction
SEDAS.1.S6	Collect, interpret, and use data to document outcomes for individuals with developmental disabilities and autism spectrum disorder, and change programming as indicated with family and team
SEDAS.1.S7	Share a thorough profile of individuals with developmental disabilities and autism spectrum disorders with families and with current and future educational teams
SEDAS.1.S8	Conduct functional behavioral assessments to determine what initiates and maintains a challenging or interfering behavior
SEDAS.1.S9	Uses assessment information from a variety of school and external agency resources to make transition recommendations
SEDAS.1.S10	Articulate awareness of and the effect of mental health disorders on individuals with developmental disabilities and autism spectrum disorder in collaborating with family and colleagues
Advanced Preparation Standard 2: Curricular Content Knowledge	
Knowledge	
SEDAS.2.K1	Benefits of low- through high-technology supports across all areas of development
SEDAS.2.K2	Criteria for evaluating effectiveness of interventions and strategies with individuals with developmental disabilities and autism spectrum disorder
Skills	
None specified	

Advanced Preparation Standard 3: Programs, Services, and Outcomes	
Knowledge	
SEDAS.3.K1	General education curriculum and supports to facilitate the success of individuals with developmental disabilities and autism spectrum disorder
SEDAS.3.K2	Range of environmental supports that maximize learning for individuals with developmental and disabilities and autism spectrum disorder
SEDAS.3.K3	Ways to modify verbal and nonverbal communication and instructional behavior to meet the needs of individuals with developmental disabilities and autism spectrum disorder
SEDAS.3.K4	Activities and techniques for developing independent living skills
Skills	
SEDAS.3.S1	Apply inclusive principles in the education of individuals with developmental disabilities and autism spectrum disorder
SEDAS.3.S2	Develop and implement transition plans for individuals with developmental disabilities and autism spectrum disorder between settings and across the life span
SEDAS.3.S3	Identify match between job requirements and individual skills, preferences, and characteristics
SEDAS.3.S4	Provide individuals with multiple job experiences
SEDAS.3.S5	Implement instructional strategies that promote the generalization of skills across domains and settings
SEDAS.3.S6	Arrange program environments to facilitate spontaneous communication
SEDAS.3.S7	Design and implement instruction that promotes effective communication and social skills for individuals with developmental disabilities and autism spectrum disorder
SEDAS.3.S8	Provide varied instruction and opportunity to learn play and leisure skills
SEDAS.3.S9	Create opportunities and provide supports for individuals to organize and maintain personal materials across environments
SEDAS.3.S10	Organize the curriculum to integrate individuals' special interests and materials, activities, and routines across curriculum
SEDAS.3.S11	Identify evidence-based strategies to increase self-awareness and ability to self-regulate
SEDAS.3.S12	Identify evidence-based strategies to increase an individual's self-determination of activities, services, and preferences
SEDAS.3.S13	Design and implement program activities and techniques for developing independent living skills
SEDAS.3.S14	Plan and implement individualized and intensive programming that matches individual needs
Advanced Preparation Standard 4: Research and Inquiry	
Knowledge	
SEDAS.4.K1	Current etiology and practice-based research specific to developmental disabilities and autism spectrum disorder
Skills	
SEDAS.4.S1	Interpret and relay research field in layperson terms or jargon-free language
SEDAS.4.S2	Remain informed of current research, legislation, and debate concerning developmental disabilities and autism spectrum disorder

Advanced Preparation Standard 5: Leadership and Policy	
Knowledge	
SEDAS.5.K1	Electronic, print, and organizational resources on developmental disabilities and autism spectrum disorder
Skills	
SEDAS.5.S1	Prepare personnel and community members for interaction with individuals with developmental disabilities and autism spectrum disorder
SEDAS.5.S2	Promote high expectations for self, staff, and individuals with exceptional learning needs
SEDAS.5.S3	Provide structure, ongoing training, and support to families, professionals, and paraprofessionals
SEDAS.5.S4	Oversee and monitor routines, schedules, and sequences of events and activities
SEDAS.5.S5	Act as a positive role model for the acceptance, treatment, and interaction with individuals with developmental disabilities and autism spectrum disorder and their families
Advanced Preparation Standard 6: Professional and Ethical Practice	
Knowledge	
SEDAS.6.K1	Effect of core and associated characteristics of developmental disabilities and autism spectrum disorder on family dynamics and functioning
SEDAS.6.K2	Social and ethical issues that affect the education of individuals with developmental disabilities and autism spectrum disorder, families, and professionals
Skills	
SEDAS.6.S1	Teach others to actively engage individuals with developmental disabilities and autism spectrum disorder in individualized education and life planning
SEDAS 6.S2	Teach others to use individual strengths to reinforce and maintain skills
SEDAS.6.S3	Model use and implementation of assistive technology and augmentative or alternative communication to aid in comprehension and level of engagement of individuals with developmental disabilities and autism spectrum disorder
SEDAS.6.S4	Mentor others to teach unstated rules and customs that govern social behavior
SEDAS.6.S5	Provide professional service through leadership in the field of developmental disabilities and autism spectrum disorder
SEDAS.6.S6	Provide service to the profession through leadership activities in professional organizations
Advanced Preparation Standard 7: Collaboration	
Knowledge	
None in addition to the ACSI	
Skills	
SEDAS.7.S1	Coordinate processes that encourage collaboration needed for transition between settings
SEDAS.7.S2	Provide leadership in collaborating with individuals and families around issues of sexuality
SEDAS.7.S3	Collaborate with families and other team members in nonjudgmental ways to make informed decisions about interventions and life planning
SEDAS.7.S4	Promote collaborative practices that respect individual family culture, dynamics, and values, and the effect the diagnosis may have on the family
SEDAS.7.S5	Connect families and professionals to educational and community resources