**CTC APPROVED AUTISM ADDED AUTHORIZATION**
**Offered through Project Optimal**



| **Module 1: What is Autism?** (FASD Module A) |
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- ❖ Autism Spectrum Disorders
- ❖ Understanding Autism
- ❖ Diagnosing Autism
- ❖ Associated Behaviors
- ❖ Associated Learning Disabilities
- ❖ Associated Environmental Sensitivities
- ❖ Sensory Integration Disorder

| **Module 2: Educational Requirements** (FASD Module B) |
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- ❖ IDEA Legislation History
- ❖ IDEA Major Regulations
- ❖ IEP Required Components
- ❖ The IEP Process
- ❖ Educational Program Components
- ❖ The IBP and ICP
- ❖ Monitoring Student Progress
- ❖ Family and Caregiver Support
- ❖ Early Intervention Programs

| **Module 3: Behaviorism** (FASD Module C) |
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- ❖ Foundations of Behaviorism
- ❖ Behavior Modification
- ❖ Behavioral Assessment

| **Module 4: Instructional Interventions –** (FASD Module D) |
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- ❖ Applied Behavior Analysis
- ❖ Verbal Behavior Analysis
- ❖ Social Stories™ and Comic Strip Conversations
- ❖ Occupational Therapy
- ❖ Speech-Language Pathology

- ❖ Social Skills Training
- ❖ TEACCH
- ❖ Pivotal Response Training
- ❖ Floortime™
- ❖ Relationship Development Intervention®
- ❖ Structures and Aids

**Module 5:** Autism in the Classroom

**Course Description -** This course provides an introduction to Autism Spectrum Disorders; prevalence; the history; current theories; research findings. This course is a pre-requisite for the more comprehensive topic areas covered later in this program. This course will also provide guidance of positive behavioral supports aimed at helping children with Autism develop in both the classroom and their wider community.

**Learner Outcomes:**

**Unit 1 – Philosophy, Values and Advocacy**

As a result of completion of this Unit, the participant will be able to:

- Identify the principles that underpin the philosophy and values of developmental disability support services.

- Contrast what advocacy *IS* and *IS NOT*

**Unit 2 – Professionalism**

As a result of completion of this Unit, the participant will be able to:

- Define professionalism.

- Demonstrate an understanding of the responsibilities of the educational support staff regarding professionalism.

**Unit 3 – Autism is a 'Spectrum' Disorder**

As a result of completion of this Unit, the participant will be able to:

- Describe what is meant by a Spectrum Disorder.

- Identify sensory problems of people with Autism.

**Unit 4 – Historical Definitions of Autism**

As a result of completion of this Unit, the participant will be able to:

- Identify people and organizations that have played and continue to play an important role in Autism research.

- Explain why Autism is a biological condition.

**Unit 5 – Prevalence of Autism**

As a result of completion of this Unit, the participant will be able to:

- Correctly identify the currently accepted prevalence of Autism in the United States.

- Explain possible reasons accounting for the increase in prevalence of Autism.

**Unit 6 – Triad of Impairments**

As a result of completion of this Unit, the participant will be able to:

- Identify and explain the three features that define Autism.
- Demonstrate an understanding of how Asperger's Syndrome is different to Autism.

**Unit 7 – Causes**

As a result of completion of this Unit, the participant will be able to:

- Describe the possible causes of Autism.
- Explain why there is no single definite cause of Autism.

**Unit 8 – Characteristics**

As a result of completion of this Unit, the participant will be able to:

- Identify some common characteristics associated with Autism.

**Unit 9 – Communication**

As a result of completion of this Unit, the participant will be able to:

- Demonstrate an understanding of the causes of speech and language problems in Autism, and identify how these are treated.
- Apply the Model of Understanding Information Processing.
- Compare good and bad communication practices.

**Unit 10 – Linking all of the Bits**

As a result of completion of this Unit, the participant will be able to:

- Integrate all the areas of Autism learned in the course so far.

**Unit 11 – Sensory Processing Issues in Autism**

As a result of completion of this Unit, the participant will be able to:

- Identify the different sources of sensory information.
- Explain the impact of different sensory challenges for people with Autism.

**Unit 12 – Social Interaction**

As a result of completion of this Unit, the participant will be able to:

- Describe the concept of Theory of Mind.
- Identify events that can increase anxiety for people with Autism, and techniques they can use to manage this.
- Define restrictive problem solving.

**Unit 13 – Positive Behavior Supports**

As a result of completion of this Unit, the participant will be able to:

- Describe and define positive behavior support.
- Demonstrate familiarity with the core concepts of positive behavior support.
- Explain why we need positive behavior support.
- Explain what is included in positive behavior support.

### Unit 14 – Proactive and Reactive Models of Behavior Support

As a result of completion of this Unit, the participant will be able to:

- Identify the Phases of Behavior,
- Describe the role of the Support Person during any of the Phases of Behavior.
- Explain the concept of Episodic Severity, and apply these skills to a scenario.
- Identify and evaluate the core concepts of proactive models of support.
- Identify and evaluate the core concepts of reactive models of support.

### Unit 15 – Biomedical Issues in Autism

As a result of completion of this Unit, the participant will be able to:

- Evaluate the validity of different biomedical approaches to mitigate the affects of Autism.

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**Module 6:** Supporting People with Challenging Behaviors

**Course Description**—This course has been designed to give teachers and instructional aides an increased awareness and understanding of challenging behaviors, and help them to understand some strategies to help prevent challenging behaviors from occurring while supporting the students when they do.

**Learner Outcomes:**

### Unit 1 – Types of Challenging Behaviors

As a result of completion of this Unit, the participant will be able to:

- Identify the types of challenging behaviors.
- Explain how to identify which type of behavior is being displayed.

### Unit 2 – Causes of Challenging Behaviors

As a result of completion of this Unit, the participant will be able to:

- Identify the main causes of challenging behaviors.
- Explain the functions of behaviors.

### Unit 3 – Positive Behavior Supports

As a result of completion of this Unit, the participant will be able to:

- Define positive behavior supports.

- Identify and explain strategies we can use to help address behavioral problems.
- Define Functional behavioral assessment, and explain how this can help people with challenging behaviors.

### Unit 4 – Observing, Recording, and Reporting Data

As a result of completion of this Unit, the participant will be able to:

- Identify why we gather data about challenging behaviors.
- Explain the methods used to gather information about challenging behaviors.
- Analyze the reliability of data that is gathered.

**Module 7:** Data Collection

**Course Description**—Challenging behavior is the one thing that continues to consume our time, resources and emotion in the work we do. The more efficiently we support students with Autism to change their behavior, the more closely we achieve the outcomes we strive toward. Understanding whether our efforts to support behavior change are working, is the foundation of any effective behavior support plan. To know this, we need data! Data Collection is a "quick course" of study in why we need to collect data and covers the fundamentals of how to do so. This includes graphing and how to ensure the data you collect is reliable.

**Learner Outcomes:**

**Unit 1 – Data Collection**

As a result of completion of this module, the participant will be able to:

- Explain how to collect and utilize data in effective and reliable ways.
- Demonstrate how graphs can be used in behavioral support.

**Module 8:** Overview of Positive Behavior Supports

**Course Description**—This course is designed to give teachers valuable tools they can use for developing and implementing positive behavior supports to support students with challenging behaviors. The course outlines an approach for understanding why problem behavior occurs, and how to adapt intervention strategies to address the specific needs of individuals. In addition, the course provides guidelines for assisting those responsible for implementing positive behavioral supports to do so in a reliable manner so recommended positive behavioral supports can produce their intended benefit. (PBS)

**Learner Outcomes:**

As a result of completion of this module, the participant will be able to:
- Describe what Positive Behavior Support (PBS) is
- Identify what makes up the foundation of PBS
- Explain A-B-C relationships
- Identify the function of behavior

- Identify proactive, teaching, and reactive strategies used in PBS
- Follow through two vignettes and develop behavioral intervention plans for both

**Module 9:** Overview of Discrete Trial Teaching for Educators

**Course Description**—This course provides an overview of Discrete Trial Teaching (DTT), which has been identified as one of the Best Practice for helping children with Autism develop new skills. The course provides a review of the different components that make up Discrete Trial Teaching and provides guidelines for implementation to assist educators with putting this approach into practice. Important issues related to generalizing skills are reviewed to ensure teaching efforts lead to the student's use of emerging skills in their typical interactions with others.

**Learner Outcomes:**

**Unit 1 – Introduction to Discrete Trial Teaching**

As a result of completion of this module, the participant will be able to:

- Identify the purpose of Discrete Trial Teaching.
- Explain how Discrete Trial Teaching is conducted.
- Compare and contrast the benefits and limitations of Discrete Trial Teaching
- Recall how to deliver appropriate consequences.
- Identify the different types of prompts, and explain the hierarchy of prompts.

**Module 10:** Transitioning

**Course Description**—People spend their day transitioning from one activity to another with little or no thought as to how they do it or consider the process involved. Whatever the setting, school, work, home, we largely complete these transitions naturally and without consequence. While natural to most people, individuals with Autism can have difficulty in changing between activities and coping with changes to their schedule or environment. This course will provide you with tools to help people with Autism.

**Learner Outcomes:**

As a result of completion of this module, the participant will be able to:

- Identify appropriate indicators to use to signify transitioning.
- Identify ways to enable smoother transitions between activities.

**Module 11:** Visual Supports

**Course Description**—Functional Communication and Visual supports are effective instructional tools when teaching and supporting individuals diagnosed with Autism. Visual supports organize a sequence of events, enhancing the student's ability to understand, anticipate and participate in those events. Visual supports supplement verbal instruction, clarifying the information for the student and increasing comprehension. Visual supports can be used to cue communication, providing reminders of what to do and say in a situation.

**Learner Outcomes:**

As a result of completion of this module, the participant will be able to:

- Explain what visual supports are, and how they are used.

- Demonstrate understanding of the goal of visual supports.

- Identify the different types of cards that can be used, and the purpose of each.

- Recall what you need to remember when creating visuals.

**Module 12:** Working with Individuals with HFA and Asperger's

**Course Descriptions**—Is there a difference between Asperger's syndrome and High-Functioning Autism (HFA)? This question continues to challenge those who work in the sector and is debated at all levels. Generally, the two terms are used almost interchangeably. In part, we may be able to determine the answer to the question by looking at the reasoning behind how the terms came to exist. This course will look at the differences between Asperger's and HFA.

**Learner Outcomes:**

As a result of completion of this module, the participant will be able to:

- Identify the differences between Asperger's syndrome and high functioning Autism.

- Recall the signs and symptoms of Asperger's syndrome and high functioning Autism.

- Describe how Asperger's syndrome and high functioning Autism are diagnosed and tested for.

**Module 13:** Establishing Yourself as an Effective Interventionist

**Course Descriptions**—This course is designed to assist in developing effective working relationships when teaching students with Autism. This important first step is often overlooked when supporting students with Autism but is critical for success in teaching desirable behaviors and communication skills. The importance of identify meaningful reinforcers and building motivation are reviewed. In addition, strategies for increasing the student's responsiveness to your instruction are covered to promote success in your efforts.

**Learner Outcomes:**

As a result of completion of this module, the participant will be able to:

- Identify the elements to effectively support individuals with Autism as an interventionist.

- Identify the primary objective of behavioral intervention.

- Identify the behavioral characteristics of Therapeutic Alliance.

- Explain how to identify reinforcers and use them to establish an effective working relationship.

- Recall what you need to remember when implementing pairing procedures.

- List what is required for providing effective instructions.

- Explain the purpose and use of errorless learning and maintenance tasks.

**Module 14:** Using Pivotal Response Training to teach social-communication and play skills in Children with Autism – An Introduction to Pivotal Response Training

**Course Descriptions**—This course is designed to assist educators and behavioral service providers in developing the basic skills for implementing Pivotal Response Training (PRT) to teach children with Autism in the context of play. An overview of the basic components of PRT is provided along with guidelines for building child motivation and establishing teachable moments within play routines to promote the development of new skills.

**Learner Outcomes:**

As a result of completion of this module, the participant will be able to:

- Compare and contrast the differences between traditional structured methods and naturalistic methods of teaching individuals with Autism that influenced the development of PRT.

- List and describe the components of Pivotal Response Treatment that target motivation.

- Describe what a pivotal behavior is.

- Identify the four empirically supported pivotal behaviors?

- Distinguish between good and poor examples of the components of PRT

- Identify and describe the three main prompting strategies used in PRT.

**Module 15:** Improving Social Interactions among Children with Autism and their Peers through Pivotal Response Treatment - Advanced Pivotal Response Training

**Course Descriptions**—This course is designed to expand upon the skills of educators already familiar with Pivotal Response Training. Specific Pivotal Response Treatments are reviewed that focus on expanding social initiations in children with Autism such as learning to ask questions (e.g., what, where, and who) and making requests to participate with their peers. Educators will find this course particularly helpful for facilitating interactions in social routines within the classroom and on the playground to better support children with Autism.

**Learner Outcomes:**

As a result of completion of this module, the candidate will be able to:

- Recall the main points that make up Pivotal Response Treatment.
- Identify the different levels of play.
- Describe how to teach play skills using PRT.
- Define Joint Attention.
- Identify the three major types of behavior that regulate communication and social interaction.
- Explain the purpose of teaching Initiating Joint Attention.
- Describe how to teach Joint Attention.
- Explain the purpose of teaching self-initiations.
- Describe how to teach self-initiations.
- Identify the purpose of cooperative arrangements.
- Explain what mutually reinforcing activities are for.
- Describe how to teach cooperative arrangements.

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**Module 16:** Person Centered Planning  ECAS03

**Course Description**—Person Centered Planning (PCP) is a course designed to provide a firm understanding of the philosophy and process of thinking and planning in a person centered way.

**Learner Outcomes:**

**Unit 1 – Introduction**

As a result of completion of this Unit, the participant will be able to:
- Define Person Centered Planning.
- Describe how Person Centered Planning works to help to enable individuals with disabilities to increase their self-determination and independence.

**Unit 2 – Moving towards self-determination**

As a result of completion of this Unit, the participant will be able to:
- Identify how traditional models have disempowered individuals with disabilities.
- Explain why there is a need to move towards patterns that support individuals to have a more positive connection with their community.
- Explain why self-determination is important to all individuals.

**Unit 3 – Belonging to the Community**

As a result of completion of this Unit, the participant will be able to:
- Identify why belonging to a community is central to successful Person Centered Planning.

**Unit 4 – Person-Centered Planning Tools**

As a result of completion of this Unit, the participant will be able to:
- Identify how PCP tools have developed and evolved.

- Describe the basic steps that need to be taken to implement the PCP process.
- Demonstrate an understanding of the guidelines for successful Person Centered Planning.

## Unit 5 – Creating a Circle of Support
As a result of completion of this Unit, the participant will be able to:
- Identify and describe the four concentric circles that together make up a Circle of Support.
- Summarize the different types of support experienced within each circle.
- Explain the steps that should be taken in creating a Circle of Support.

## Unit 6 – Essential Lifestyle Planning
As a result of completion of this Unit, the participant will be able to:
- Identify that at the core of ELP is the belief that there are essential elements in our day-to-day lives that provide for a basic quality of life.
- Describe how ELP attempts to integrate these elements into an individual's daily routines.
- Explain how ELP develops a plan based on the desires of the individual.

## Unit 7 – MAPS
As a result of completion of this Unit, the participant will be able to:
- Summarize how MAPS enables the client to share their life story in detail.
- Analyze the eight questions used in implementing the MAPS tool.

## Unit 8 – Personal Futures Planning
As a result of completion of this Unit, the participant will be able to:
- Explain the steps to take to ensure successful PFP.
- Compare how PFP differs from other PCP tools.

## Unit 9 – PATH
As a result of completion of this Unit, the participant will be able to:
- Identify and describe the eight steps in the PATH process.
- Assess how the PATH process differs from other PCP tools.

## Unit 10 – Encouraging Organizational Change
As a result of completion of this Unit, the participant will be able to:
- Evaluate why a person-centered organizational structure is more effective than a system-centered structure.
- Explain the steps that can be taken to aid in the transition from a system-centered to a person-centered structure.

## Unit 11 – Transition Planning
As a result of completion of this Unit, the participant will be able to:
Compare and contrast Transition Planning and PCP

**Module 17:** Addressing Problem Behaviors in Schools: Part 1 – Problem Behavior

**Course Description -** This is the first course in a three-part series on Functional Behavioral Assessment, and contains an introduction to Functional Behavioral Assessments. This course focuses on the requirements specified in the 1997 Amendments to the IDEA that pertain to Functional Behavioral Assessments (FBAs) and positive behavioral intervention plans and supports as they relate to the responsibilities of the Individual Education Plan (IEP) team and to the IEP itself.

**Learning Outcomes:**

**Unit 1 – An Introduction to Functional Behavioral Assessments**
As a result of completion of this Unit, the participant will be able to:
- Describe the rights and requirements under the Individuals with
Disabilities Education Act (IDEA) regarding Functional Behavioral Assessments.
- Explain the responsibilities of the Individual Education Plan (IEP) team.
- Describe the purposes for performing an FBA.

**Unit 2 – Conducting a Functional Behavioral Assessment**
As a result of completion of this Unit, the participant will be able to:
- Identify the problem behavior in concrete terms.
- Assess strategies for analyzing the behavior.

**Unit 3 – Techniques for Conducting a Functional Behavioral Assessment**
As a result of completion of this Unit, the participant will be able to:
- List the techniques of Indirect and Direct Assessment.
- Analyze given data.
- Demonstrate an understanding of an hypothesis statement.

**Unit 4 – Carrying out the Behavior Intervention Plan**
As a result of completion of this Unit, the participant will be able to:
- Identify the difference between skill deficits and performance deficits.
- Describe strategies to help overcome skill and performance deficits.

**Unit 5 – Evaluating the Behavior Intervention Plan**
As a result of completion of this Unit, the participant will be able to:
- Decide circumstances under which a review of an intervention plan should be carried out.

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**Module 18:** Addressing Problem Behaviors in Schools: Part 2 – Conducting an FBA

**Course Description**—This is the second course in a three-part series on Functional Behavioral Assessment, and explains in detail the process of conducting a Functional Behavioral Assessment. This course examines the rationale for and discusses the process of conducting a functional Behavioral assessment and describes the ways schools and Individual Education Plan (IEP) teams can translate this new public policy into classroom practice by means of a step-by-step approach to functional behavioral assessment. This course explains how IEP teams can decide how to collect various kinds of information and how to organize and analyze this information.

**Learner Outcomes:**

**Unit 1 – Conducting a Functional Behavioral Assessment**

As a result of completion of this Unit, the participant will be able to:

- Describe the purpose of a Functional Behavioral Assessment (FBA) as outlined in the 1997 Amendments to the IDEA.

- Explain the requirements of an Individualized Education Plan (IEP) team as outlined in the 1997 Amendments.

**Unit 2 – Rationale for Using Functional Behavioral Assessments**

As a result of completion of this Unit, the participant will be able to:

- Explain why FBAs are conducted.

- Describe and identify the functions of challenging behaviors students may be displaying.

### Unit 3 – Conducting a Functional Assessment

As a result of completion of this Unit, the participant will be able to:

- List the specific steps that are used
- Explain what each of these steps mean, and how they are used.

### Unit 4 – Individual Education Plans and Functional Behavioral Assessment

As a result of completion of this Unit, the participant will be able to:

- Summarize the legal requirements for an Individualized Education Plan (IEP)

Explain what an Functional Behavioral Assessment (FBA) should emphasize

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**Module 19:** Addressing Problem Behaviors in Schools: Part 3 – Creating a PBS

**Course Description**—This course in the third in a three-part series on Functional Behavioral Assessment, and explores the process of developing, implementing, and monitoring Functional Behavioral Assessments. Today, educators at all grade levels face a growing number of students whose behavior challenges the success of daily classroom instruction. Fortunately, teachers are usually able to rely on standard strategies for addressing classroom misbehavior, such as solid teaching practices, clear rules and expectations, being physically close to their students, and praising and encouraging positive behaviors. Either independently or with the support of colleagues, they are able to find a successful solution to the problem. However, for some students—both with and without disabilities—these tactics fail to produce the desired outcome and may actually worsen an already difficult situation.

**Learning Outcomes:**

### Unit 1 – Introduction
As a result of completion of this Unit, the participant will be able to:
- Describe what the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA) has meant for teachers.
- Recall the process for implementing Functional Behavioral Assessments (FBAs).

### Unit 2 – Rationale for Developing Positive Behavioral Interventions
As a result of completion of this Unit, the participant will be able to:
- Describe what teachers have traditionally done to address disruptive behavior.
- Explain the logic behind functional assessment.
- Show understanding of the basic process for conducting a Functional Behavioral Assessment (FBA).

### Unit 3 – Developing, Implementing, and Monitoring a Positive Behavioral Intervention Plan
As a result of completion of this Unit, the participant will be able to:
- List what an IEP team must include in a Behavioral Intervention Plan.

- Identify some problems with reactive interventions.
- Explain some functions that behaviors may serve.

**Unit 4 – Elements of a Behavioral Intervention Plan**

As a result of completion of this Unit, the participant will be able to:

- Identify strategies that an IEP team should include in the Behavioral Intervention Plan.
- Explain techniques IEP teams should consider when developing the plan.
- Explain how strategies should be implemented.

**Unit 5 – Strategies to Address Different Functions of a Student's Behavior**

As a result of completion of this Unit, the participant will be able to:

- Identify internal and external factors that can influence behaviors.
- Identify and explain strategies for dealing with attention-seeking behaviors.
- Identify and explain strategies for dealing with escape-motivated behaviors.

**Unit 6 – Skill and Performance Deficits**

As a result of completion of this Unit, the participant will be able to:

- Explain what is meant by skill deficit.
- Explain what is meant by performance deficit.
- Identify methods to help address skill and performance deficits.

**Unit 7 – Selecting and Implementing Interventions**

As a result of completion of this Unit, the participant will be able to:

- Identify guidelines for selecting intervention options.
- List supports available for students as part of the intervention plan

**Unit 8 – Reinforcement of Appropriate Behavior**

As a result of completion of this Unit, the participant will be able to:

- Explain how to determine the type of reinforcer that should be used
- Identify how to determine the type of reinforcer that should be used
- Demonstrate knowledge of how to ensure long-lasting change in behaviors

**Unit 9 – Special Considerations**

As a result of completion of this Unit, the participant will be able to:

- Explain the use of punishment as an intervention.
- Identify how to develop a Crisis/Emergency Plan, and when these need to be implemented.
- Monitor and evaluate effectiveness of an intervention plan.
- Determine how and when to modify an intervention plan.

**Unit 10 – Obstacles**

As a result of completion of this Unit, the participant will be able to:

- Identify the obstacles related to functional behavioral assessments and behavioral intervention plans
- List other considerations for IEP teams and teachers when carrying out intervention plans

**Unit 11 – Conclusion**

As a result of completion of this Unit, the participant will be able to:

- Identify how the information fits together.
- Determine the best practices for implementing Functional Behavioral Assessments.

**Appendix B. Attachment # 2 – Assessment References and Course Grading**

**Course Grading**

1. Participants must pass the course assessments with at least a 90% pass criteria.
2. There is no partial credit given. Grade is either a pass/no pass

**Course Assessment**
1. Testing is our most important aspect of this online learning process. It is not enough to simply adopt True/False or Multiple choice questions as has been traditionally employed, although there is a place for these. As such, we have integrated eight different question types in to system.
   - Fill-in-the-Blank
   - Multiple Response
   - Multiple Choice with Fill-in-the-Blank
   - Multiple Response with Fill-inthe-Blank
   - Drag and Drop
   - Hot Spot
   - Multiple Choice
   - True/False

2. While all of our courses are "based" on competency, our focus is ensuring courses are competency "tested". We do this at three levels based on Bloom's Taxonomy.
   1. Recall/retrieval
      a. Quizzes are designed to maximize the likelihood of recall.
   2. Comprehension
      a. Recall, while obviously important, provides no indication of the degree to which someone has comprehended the material. Quizzes are specifically designed to best ensure a learner has understood information through cleverly designed "scenario" based testing. It is very easy to see whether an individual comprehends something if they can demonstrate an understanding of how to apply it.
   3. Application
      a. As with comprehension, a person's ability to translate knowledge into practice is supported through scenario based testing. We do this using our unique system of "Situation Response" tests. The purpose of this question type is for demonstrating that learners have gained an understanding of what constitutes an appropriate response in a given situation. A scenario is presented and they are required to select a response on two levels:
         A. **Reactive Response:** What will they do in the "here and now"?
         B. **Proactive Response:** What can you do in the future to minimize or maximize (dependant on the desired outcome) the likelihood of a situation reoccurring?