



Fall 2010
Autism Certificate for General and Special Education Teachers and Paraprofessionals

Program Overview

The purpose of this Autism Program is to provide advanced, specialized training for Education Specialists credential holders who work with K-12 pupils with Autism Spectrum Disorder and who need to add expertise in the areas of special education that were not part of their original credential authorization. Candidates will learn about and understand Autism Spectrum Disorders in addition they will be able to conduct a functional behavioral assessment and then Develop, Implement, and Monitor a Positive Behavioral Intervention Plan using person-centered approaches. Using Applied Behavior Analysis and Positive Behavior Supports, Candidates will be able to apply specific support strategies such as Discrete Trial Teaching, Pivotal Response training and create optimal learning environments for the students they teach. As a candidate moves through the program the competencies are presented and then tested. These competencies will build upon one another to ensure a solid foundation in the understanding and application of the specific support and teaching strategies for children diagnosed with Autism Spectrum Disorder.

Courses in this program focus on the key elements of effective best practice and educational models. The content of courses is based on current research and includes information that has been supported through empirical data. All courses are developed and assessments administered according to a very specific learning model in order to get optimal and sustainable learner outcomes

Program Features:

- ❖ This program is offered entirely online.
- ❖ This program is approximately 120 hours of training and equivalent to 120 hours of classroom time.
- ❖ This program consists of 20 online courses which are taken in sequential order.
- ❖ Each Candidate has 6 months to complete the program once they have enrolled.
- ❖ Candidates must pass the course assessments with at least a 90% pass criteria.
- ❖ There is no partial credit given.
- ❖ Upon a completion of the level 1 online course work each candidate will have the option to enroll in the 45 hour practicum.
- ❖ Comprehensive online community allows candidates to communicate with participants from many countries and form an extensive support network.
- ❖ Each course included in this level of certification is approved for CEUs by a range of professional and accreditation boards including BACB, CA-BBS, ASHA, and ACSI which a candidate may chose to claim at the end of each individual course.
- ❖ Program has been developed in accordance to the California Department of Education and Commission on Teacher Credentialing Standard.



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COURSE LIST FALL 2010

The program outline is described below and the courses are listed below each topic heading:

Characteristics of Students with Autism Spectrum Disorder

The first four Courses of this program will provide opportunities for the candidate to be able to identify the unique characteristics of students within the autism spectrum and provide a framework for the educational system and a high level introduction to specific support strategies.

- **Course 1: What is Autism?**
- **Course 2: Educational Requirements**
- **Course 3: Behaviorism**
- **Course 4: Instructional Interventions**

Teaching, Learning and Behavior Strategies for Students with ASD

The second part of this program ensures that each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multi-faceted methodologies and strategies necessary in teaching and engaging students with ASD. Building on the competencies from the FASD Courses, the next 10 Courses will ensure the candidate is able to use appropriate assessment to drive program decisions. Candidates will learn to implement learning strategies from acquisition to generalization. The candidate will understand and will be able to demonstrate through the online competency testing component to appropriately utilize behavioral based teaching strategies, structured teaching, use of visual supports and positive behavior supports.

- **Course 5:** Autism in the Classroom
- **Course 6:** Supporting People with Challenging Behaviors
- **Course 7:** Data Collection
- **Course 8:** Overview of Positive Behavior Supports
- **Course 9:** Overview of Discrete Trial Teaching for Educators
- **Course 10:** Transitioning
- **Course 11:** Visual Supports
- **Course 12:** Working with Individuals with HFA and Asperger's
- **Course 13:** Establishing Yourself as an Effective Interventionist
- **Course 14:** Using Pivotal Response Training to teach social-communication and play skills in Children with Autism – An Introduction to Pivotal Response Training
- **Course 15:** Improving Social Interactions among Children with Autism and their Peers through Pivotal Response Treatment - Advanced Pivotal Response Training

Collaborating with Other Service Providers and Stakeholders

The last four Courses of the program will provide proactive monitoring opportunities for candidates with students diagnosed with ASD to demonstrate skills as a member of a multidisciplinary team, including systems for collaborating with other service providers such as Occupational Therapist, Speech and Language Pathologist, Paraprofessional, outside agencies etc. The competencies demonstrated in the previous Courses will provide a solid foundation for the teacher to work as an active team to ensure the best learning outcomes for the student diagnosed with Autism.

- **Course 16:** Person Centered Planning ECAS03
- **Course 17:** Addressing Problem Behaviors in Schools: Part 1 – Problem Behavior
- **Course 18:** Addressing Problem Behaviors in Schools: Part 2 – Conducting an FBA
- **Course 19:** Addressing Problem Behaviors in Schools: Part 3 – Creating a PBS
- **Course 20:** Going Forward - Overview of the National Standards Project including the findings and conclusions.



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Practicum 2010 - 2011

The purpose of this practicum is to demonstrate the application of the concepts learned in the previous course work.

While we agree that there is no single way to conduct such exercises as a functional assessment, there are key concepts that cannot be ignored in order for a support plan to have the best chance of succeeding. In this practicum, we will be looking for people to demonstrate an understanding an inclusion of these key components in a practical application of the concepts discussed.

The Exercise

1. Develop a Positive Support Plan for a person who has Autism. This may be a real person you already work with, or can be conducted using a fictional person if you do not have access to someone appropriate.
2. Amongst other things, we will specifically be looking for evidence that you understand the importance of and have given consideration to the following concepts where appropriate:
 - a. Informed consent
 - b. Functional Assessment
 - c. Adherence to the principles of Person Centered Planning
 - d. An understanding of how to help your individual to transition between activities
 - e. The use of visual supports and communication
 - f. How data collection will be used to monitor effectiveness and support changes to support strategies
 - g. Adherence to the principles of positive behavior supports
 - h. Demonstration of and understanding of the elements of the SMARTER plan you learned about during the level one program.

Assessment

1. Feedback will be given on an individual basis following review of the Positive Support Plan you develop.
2. There will be a final online test to complete. The questions will be randomly selected set of TWENTY (20) questions you have already seen throughout your studies.

Exercise Information and Timelines

1. Informed consent (or sample if a fictitious person is being used) and a description and relevant history of the person you are presenting should be submitted within one month of registration.
2. If a real person is being used for this exercise, Identifying information for the person you are presenting should be changed or blanked out. Alternatively, you can use a unique identifier or fictitious identifying information.
3. A full draft of the Positive Support Plan should be submitted within four months for initial review and feedback.
4. It is expected that feedback will be available within one month from acknowledgement of receipt.
5. The final Positive Support Plan should be submitted within 6 months of registering for the level two program.
6. Completed Positive Support Plans can be submitted electronically to:
7. Once feedback is received, your final exam will be available to you to complete.

The final exam must be completed within one month of access being made available. Candidates will be sent an email informing you of this information so there is no confusion