Bay District Schools
Autism Spectrum Disorder
Add-On Endorsement Program Plan
K – 12

I. PROGRAM TITLE
Autism Spectrum Disorder Add-On Endorsement

II. PROGRAM RATIONALE AND PURPOSE
The Autism Spectrum Disorder Endorsement Program, as described in State Board of Education Rule 6A-4.01796, F.A.C. *Specialization Requirements for Endorsement in Autism Spectrum Disorders - Academic Class* 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, 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.

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

The Autism Spectrum Disorder Add-On Endorsement is critical due to the
- increase in the prevalence of children identified with autism spectrum disorder (ASD) according to estimates from Centers for Disease Control and Prevention's (CDC) Autism and Developmental Disabilities Monitoring (ADDM) Network (1:36, 2020),
- 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.

Bay District Schools has chosen to continue this add-on endorsement program and utilizes Beacon Educator.

III. PROGRAM CONTENT/CURRICULUM – Beacon Educator

A. Competencies
Competencies 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.

Each component has been designed to meet the required criteria for the Bay District Professional Learning Catalog. Eligibility for the program is contingent on the participating teacher holding a current certification in any K-12 Exceptional Education area.

Participants must demonstrate a theoretical and functional knowledge of a minimum of 80% of the course objectives and complete all summative assignments to receive credit for the component. Field experiences will be an element of application within each professional learning 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.

B. Specialization Studies/Professional Studies
Specialization requirements for the Autism Spectrum Disorder Endorsement follow and are listed at:
https://www.flrules.org/gateway/ruleNo.asp?id=6A-4.01796.

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 professional learning courses 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. The professional learning courses 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.

C. Nationally Recognized Guidelines
Each of the four professional learning 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 professional learning courses' 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. The standards are listed in the training components and can be accessed through the following links:
>   Developmental Disabilities and Autism Spectrum Disorder Standards
>   Advanced Specialty Standards Developmental Disabilities and Autism Spectrum Disorder

The Autism Spectrum Disorder Add-On Endorsement Program utilized by Bay District Schools addresses both the Evidence-Based Practices and the CEC Standards for Autism Spectrum Disorder. Bay District Schools has contracted with Beacon Educator who will continue to consult with professionals in the field to create course content and to facilitate professional learning courses. Course content is reviewed regularly to ensure that new research and updated web resources are included.

IV. INSTRUCTIONAL DESIGN AND DELIVERY

A. Instructional Strands

Autism: Nature and Needs	Autism: Communication Needs for Students	Autism: Positive Behavior Support	Autism: Student Assessment
● History of Autism Spectrum Disorder as a Disability Area ● Impact of ASD on Learning and Acquiring New Skills ● Development of Individual Educational Plans (IEPs) and Goals ● Environmental Design for Optimal Learning ● Visual Supports for Academics and Skill Development ● Designing Work Systems ● Visual Strategies to Support Behavior and ● Communication ● Social Learning and Generalization of Skills ● Accommodations for the General Education Setting ● Prioritizing Supports, Schedule and Staff to Maximize Learning	● Communication Differences in Students with ASD ● Effects of Communication Differences in Students with ASD ● Use of Visuals to Support Learning in the Classroom ● Using Pictures Systems for Communication ● Using Communication Devices for Communication ● Behavioral Interventions to Improve Communication ● Arranging the Classroom for Communication Development ● Addressing Individual Needs Based on Assessment ● Developing a Classroom Plan with Individualized Communication Systems ● Ethical Application and Interdependence of Communication Principles	● History of Applied Behavior Analysis ● Principles of Behavior: Reinforcement and Punishment ● Teaching Using Behavioral Principles ● Measurement and Data Collection ● Functions of Behavior ● Strategies to Increase and Develop New Behaviors ● Preventing Challenging Behaviors ● Dealing with Challenging Behaviors ● Ethics and ABA in the Classroom	● Understanding the instruments used and process utilized for a comprehensive evaluation. ● Understanding the characteristics required for determining eligibility for an Autism Spectrum Disorder diagnosis. ● Describing strategies for conducting ongoing classroom-based assessments as well as data-based decision making and program development

Instructional Delivery

Components in the Autism Spectrum Disorder Add-On Endorsement cover assessment, diagnosis, behavior analysis, positive behavior supports, assistive technology, communication systems, and field experiences. Participants must successfully complete all component requirements.

Performance tasks within the online professional learning components include reading content, completing formative reflection and vocabulary assignments, responding to case studies, and reviewing web-based resources. Participants must also complete objective and field experience-based summative exercises and performance tasks.

Given the overall scope and intensity of the program, courses will be scheduled over an extended period of time. 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.

B. Training Components *NOTE: Additional information for each component is found in Appendix A.*

Component Number	Professional Learning Catalog Points	Component Title
2 100 046	60	**Autism: Nature and Needs** **Field Experience**: • Creation of a visual schedule for use within a general education setting • Creation of a work system for use in a pre-vocational setting • Creation of a social story and discussion of the classroom activities that would precede a community-based activity
3 100 006	60	**Autism: Communication Needs for Students** **Field Experience:** • Completion of a communication needs assessment • Based on the completed needs assessment, write goals, and initiate a program that addresses the identified needs, and collect data based on 3 teaching sessions • Creation of a lesson that includes the use of an AAC device and discussion of accommodations within a general education classroom
5 101 010	60	**Autism: Positive Behavior Support** **Field Experience:** • Administration of preference assessments to students • Participation in an instructional control evaluation in the participant's current setting • Practice with the collection of duration and latency data • Completion of a task analysis • Use of chaining procedures to teach a task
2 102 002	60	**Autism: Student Assessment** **Field Experience:** • Administration of an academic, a communication, and a behavioral assessment instrument • Development of an assessment report • Development of an individualized educational plan based on the gathered assessment data

All professional learning components have been developed based on the criteria set in the Professional Learning Catalog.

C. Matrix
Matrix of Autism Spectrum Disorder Add-On Endorsement Program
NOTE: Additional information for each component is found in Appendix A.

Specialization Requirements for Endorsement in Autism – Academic Class Competencies, F.A.C. Rule 6A-4.01796	Component Number	CEC Autism Spectrum Disorder Standards *CEC Advanced Specialty Standards*	Method of Competency Demonstration
(a) Nature of Autism Spectrum Disorder and intervention strategies for educating students who have Autism spectrum Disorder to include student characteristics, appropriate learning goals, teaching approaches, environmental arrangements 1. Demonstrate knowledge of the major characteristics of autism spectrum disorders and the range of functioning level across all domains.	**2 100 046**	**DDA.1.K2** **DDA.1.K4** **DDA.1.K7** **DDA.1.K8** **DDA.1.K9** **DDA.6.K5** *SEDAS.1.S1* *SEDAS.1.S2* *SEDAS.5.S*	Successful completion of the following. 1. Application exercises that include a dialogue between facilitator and the educator participant 2. Self-reflection 3. Case studies analysis 4. Field experience application of course concepts
2. Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with Autism Spectrum Disorders.		**DDA.1.K1** **DDA.6.K3** *SEDAS.1.S1* *SEDAS.1.S2* *SEDAS.5.S2*	Successful completion of the following. 1. Application exercises that include a dialogue between facilitator and the educator participant 2. Analysis of past and present researchers in the field of autism and behavioral analysis 3. Answer short response questions 4. Self-reflection
3. Explain the implications for the impact of Autism Spectrum Disorders on the family and interaction of the student with Autism spectrum Disorders and the family.		**DDA.6.K7** **DDA.7.K1** *SEDAS.1.S7* *SEDAS.5.S3* *SEDAS.5.S5* *SEDAS.6.K1* *SEDAS.6.K2* *SEDAS.7.S2* *SEDAS.7.S3* *SEDAS.7.S4* *SEDAS.7.S5*	Successful completion of the following. 1. Application exercises that include a dialogue between facilitator and the educator participant 2. Self-reflection 3. Case studies analysis 4. Field experience application of course concepts
4. Describe formal and informal strategies for assessment of the following domains: speech and/or language communication; social emotional, psychomotor, and cognitive areas of development.		*SEDAS.1.K4* *SEDAS.4.S1*	Successful completion of the following. 1. Application exercises that include a dialogue between facilitator and the educator participant 2. Self-reflection 3. Case studies analysis 4. Field experience administration of assessments.
5. Describe the decision-making process for determining a communication and/or language system(s).		*SEDAS.3.K3*	Successful completion of the following. 1. Application exercises that include a dialogue between facilitator and the educator participant 2. Self-reflection 3. Case studies analysis 4. Field experience application of course concepts

6. Describe strategies for conducting a functional assessment of adaptive and problem behaviors, including specific relationships between environmental events and the student's behavior.		**DDA.1.K6** **DDA.5.S13**	Successful completion of the following. 1. Application exercises that include a dialogue between facilitator and the educator participant 2. Self-reflection 3. Case studies analysis 4. Field experience application of course concepts
7. Demonstrate ability to design behavior programs that include ecological, antecedent, and curricular components based on functional assessment.		**DDA.2.S1** **DDA.2.S4** *SEDAS.1.S8* *SEDAS.3.K1* *SEDAS.3.S5*	Successful completion of the following. 1. Application exercises that include a dialogue between facilitator and the educator participant 2. Self-reflection 3. Case studies analysis 4. Field experience application of teacher instructional control integrity checklist
8. Describe strategies to promote social interactions and learning in more inclusive environments, including regular education and community.		**DDA.2.S3** **DDA.3.S1** **DDA.3.S5** **DDA.5.S12** **DDA.5.S15** *SEDAS.3.S1* *SEDAS.5.S1* *SEDAS.6.S4* *SEDAS.6.S5* *SEDAS.6.S6*	Successful completion of the following. 1. Application exercises that include a dialogue between facilitator and the educator participant 2. Self-reflection 3. Case studies analysis 4. Field experience application of course concepts
9. Design strategies for arranging the environment to promote opportunities to enhance communicative initiations and interactions; opportunities for appropriate play and leisure activities; self-regulation and self-control; and the establishment of increasing independence in all areas of functioning.		**DDA.4.K2** **DDA.5.S10** *SEDAS.3.K2* *SEDAS.3.K4* *SEDAS.3.S8* *SEDAS.3.S9* *SEDAS.5.S4*	Successful completion of the following. 1. Application exercises that include a dialogue between facilitator and the educator participant 2. Self-reflection 3. Case studies analysis 4. Field experience application of course concepts
10. Demonstrate knowledge of current research trends, medical and educational issues, and programs in the field of autism spectrum disorders.		**DDA.1.K3** **DDA.5.K1** **DDA.5.K2** **DDA.6.K4** *SEDAS.1.K5* *SEDAS.1.S10* *SEDAS.5.K1*	Successful completion of the following. 1. Application exercises that include a dialogue between facilitator and the educator participant 2. Self-reflection 3. Case studies analysis 4. Completion of multiple-choice assessments
11. Describe the development of appropriate educational objectives across the range of functioning levels and across the age span (from preschool through adult services).		**DDA.2.S2** **DDA.3.K1** **DDA.3.S3** **DDA.3.S6** **DDA.3.S4** **DDA.5.S6** **DDA.5.S7** **DDA.5.S8** **DDA.7.S1** *SEDAS.1.K6* *SEDAS.1.S6* *SEDAS.1.S9* *SEDAS.2.K1*	Successful completion of the following. 1. Application exercises that include a dialogue between facilitator and the educator participant 2. Self-reflection 3. Case studies analysis 4. Field experience application of course concepts

		SEDAS.3.S2 *SEDAS.3.S4* *SEDAS.3.S13* *SEDAS.7.S1*	
(b) Use of assistive and instructional technology and natural, alternative, and augmentative communication systems for students with Autism Spectrum Disorder 1. Demonstrate understanding of communication characteristics and deficits of students with autism spectrum disorder. a. Limited communication b. Limited joint attention c. Communicative functions d. Unconventional forms of communication.	3 100 006	**DDA.1.K5** **DDA.4.S2**	Successful completion of the following. 1. Application exercises that include a dialogue between facilitator and the educator participant 2. Self-reflection 3. Case studies analysis 4. Field experience administration of language screenings
2. Design strategies for alternative methods of communication. a. Picture systems such as picture exchange communication system (PECS) and communication boards b. Symbol representation hierarchy c. Literacy related supports		**DDA.5.S2** *SEDAS.6.S3*	Successful completion of the following. 1. Application exercises that include a dialogue between facilitator and the educator participant 2. Self-reflection 3. Case studies analysis 4. Field experience application of course concepts
3. Demonstrate understanding of different interventions for communication. a. Traditional, to include verbal behavior and discrete trial training b. Naturalistic, to include incidental learning and pivotal response c. Social interventions, such as social stories and comic strip conversations d. Engineering the environment.		*SEDAS.3.S6* *SEDAS.3.S7*	Successful completion of the following. 1. Application exercises that include a dialogue between facilitator and the educator participant 2. Self-reflection 3. Case studies analysis 4. Field experience application of course concepts including data collection
(c) Behavior management and positive behavior supports for students with Autism Spectrum Disorder 1. Demonstrate understanding of person-centered planning.	5 101 010	**DDA.5.S4** **DDA.5.S9** **DDA.5.S14** **DDA.6.K6** *SEDAS.3.S3* *SEDAS.3.S10* *SEDAS.3.S12* *SEDAS.3.S14* *SEDAS.6.S1*	Successful completion of the following. 1. Application exercises that include a dialogue between facilitator and the educator participant 2. Self-reflection 3. Case studies analysis 4. Field experience application of course concepts
2. Design strategies for developing comprehensive behavioral intervention plans. a. Prevention of behaviors b. Replacement behaviors c. Changing responses d. Lifestyle interventions based on data from functional behavior assessment.		**DDA.4.S3** **DDA.5.S5**	Successful completion of the following. 1. Application exercises that include a dialogue between facilitator and the educator participant 2. Self-reflection 3. Case studies analysis 4. Field experience application of course concepts

3. Demonstrate understanding of core deficits (communication and social) to behavior. a. Social stories b. Functional communication c. Common misconceptions of behavior d. Social skills training.		**DDA.3.S2** **DDA.6.K5**	Successful completion of the following. 1. Application exercises that include a dialogue between facilitator and the educator participant 2. Self-reflection 3. Case studies analysis 4. Field experience application of course concepts
4. Demonstrate understanding of applied behavior analysis principles. a. Reinforcement b. Prompting c. Shaping d. Fading e. Task analysis.		**DDA.5.S11** *SEDAS.3.S11* *SEDAS 6.S2*	Successful completion of the following. 1. Application exercises that include a dialogue between facilitator and the educator participant 2. Self-reflection 3. Case studies analysis 4. Field experience application of course concepts through the development of a task analysis and a behavior chain
(d) Assessment and diagnosis of Autism Spectrum Disorder 1. Demonstrate understanding of instruments used and processes utilized for a comprehensive evaluation. a. Characteristics for determining eligibility b. Autism-specific instruments such as Autism Diagnostic Observational Schedule Second Edition (ADOS-2), Autism Diagnostic Interview-Revised (ADIR) c. Recommendations for educational programming/IEP development	2 102 002	**DDA.4.K1** **DDA.4.K3** **DDA.6.K1** **DDA.4.K4** **DDA.5.S1** **DDA.6.K1** *SEDAS.1.K1* *SEDAS.1.K2*	Successful completion of the following. 1. Application exercises that include a dialogue between facilitator and the educator participant 2. Self-reflection 3. Case studies analysis 4. Field experience application of course concepts
2. Describe strategies for conducting ongoing classroom-based assessments as well as data-based decision making and program development. a. Portfolio assessment b. Curriculum-based measurement (CBM) and assessment (CBA) c. Data interpretation d. Using assessment to determine present levels of performance.		**DDA.4.S1** **DDA.5.S3** **DDA.5.S16** *SEDAS.1.K3* *SEDAS.1.S4* *SEDAS.1.S5* *SEDAS.2.K2* *SEDAS.2.K2*	Successful completion of the following. 1. Application exercises that include a dialogue between facilitator and the educator participant 2. Self-reflection 3. Case studies analysis 4. Field experience application of course concepts

D. Course Instructors

Course instructors must possess a master's degree or higher and have a minimum of three years qualified experience working with students identified with an Autism Spectrum Disorder. Instructors within the district with an Autism Endorsement as well as contracted instructors with appropriate credentials may be used. Instructor selection policies and the facilitator salary schedule fall within the Bay District School Board Salary Schedule.

Bay District School Board Salary Schedule

V. COMPLETION REQUIREMENTS

A. Program Completion
To be eligible for the district's Autism Spectrum Disorder Add-On Endorsement, candidates must successfully complete all 4 of the 60-hour professional learning courses (240 professional learning points). Individuals must demonstrate mastery of all program competencies outlined in each of the four (4) components.
1. Autism: Nature and Needs
2. Autism: Communication Needs for Students
3. Autism: Positive Behavior Support
4. Autism: Student Assessment

As a participant successfully completes a course, the participant receives professional learning credit as approved by the participant's district. The participant's district professional learning transcript is updated to reflect component completion. Successful completion of all 4 components, the earning of 240 hours/professional learning points, equates to completion of the program.

Once all 4 required professional learning components are completed, the participant is then eligible to apply for the Autism Spectrum Disorder Add-On Endorsement.

B. Competency Demonstration
Teachers will document proficiency of course requirements through formative and summative assignments and summative assessments. Teachers will be able to maintain their summative assignments in an electronic portfolio. Teachers are also encouraged to use the courses' "internal notes feature." The internal notes feature allows teachers to make digital notes about key elements during their learning. Teachers are able to print the notes to include in their electronic portfolio.

Formative assessments within each course allow teachers to reflect on the course content in specific sections to confirm their understanding prior to moving forward in the chapter and course. The formative assessments are designed to measure understanding of critical content. The formative assessments contain case studies for teachers to reflect on and apply their learning. Teachers will receive immediate affirmative or corrective feedback on all formative assessments.

Application-based summative assessments within each course require teachers to apply their understanding as outlined by competency and course requirements to support students with autism. The course facilitator will provide immediate affirmative or corrective feedback to the teacher to solidify the teacher's understanding of the content on the curriculum study assignments. Teachers are required to make adjustments based on the feedback and demonstrate mastery on the curriculum study assignments.

Each course contains a final summative assessment for a total of four unique summative assessments. Teachers will demonstrate mastery on the summative assessment in order to satisfy the requirements for each course. (See Appendix A for additional information regarding competency requirements, course syllabi, and web-based resources.)

Autism course facilitators use the following guidelines to evaluate submitted assignments.

- The facilitator uses the stated criteria and sample responses to determine whether the evidence provided by the participant is acceptable.
- For exercises that have met 80% or more of the criteria, the facilitator approves the assignment and provides the participant with corrective feedback and ideas for extension of their learning.
- For exercises lacking 80% of the criteria, the facilitator provides corrective feedback and additional guidance until at least 80% of the criteria is met by the participant.

Level	Evidence	Action
3	Meets all criteria	Approve
2	Meets 80% of criteria	Approve - corrective feedback provided
1	Meets less than 80% of criteria	Revision required - corrective feedback provided
0	No text in submission	Response required - technical guidance provided

C. Competency Verification
College and/or university coursework may be substituted for components of the Autism Spectrum Disorder Add-On Endorsement at the discretion of Bay District's Certification and Compliance Officer for Human Resources and Employee Support Services or designee.

VI. PROGRAM EVALUATION

A. Evaluation Plan
Participants, instructors, and district office personnel will evaluate the Autism Spectrum Disorder Add-On Endorsement program in the following areas.

- relevance of components to effective teaching and learning,
- component activities including instructional materials,
- test item analysis,
- program relevance to effective teaching and learning,
- adequacy of preparation for teaching position assignments and advanced study,
- delivery, and
- cost effectiveness.

B. Annual Review
The program will be assessed by participants, instructors, and district Autism Spectrum Disorder program administrative staff to determine program effectiveness, program efficiency in terms of management, operation, delivery, and cost effectiveness. Evaluation criteria will be acquired through on-going survey feedback and data monitored by Beacon Educator.

Descriptive Data
Formal program evaluation will provide the following data.
- number of active teachers in courses, and
- number of teachers interested in taking courses.

Client Satisfaction Data
For each course, the participants' feedback in Beacon Educator will be analyzed to determine if the
- content is clearly presented,
- helpful feedback is provided,
- additional information links are current, and
- curriculum is pertinent to their professional learning needs.

C. Logistical Support
Annual program costs will be calculated from existing training records, consultant fees, and district or project expenditures. Any program revisions resulting from these evaluation procedures will be reported to FDOE.

VII. MANAGEMENT

Bay District Schools Supervisor of Educator Quality or designee will be responsible for Autism Spectrum Disorder Add-On Endorsement program management in conjunction with the Director of Exceptional Student Services, Certification and Compliance Officer for Human Resources and Employee Support Services. Verification of eligibility for admission to the endorsement program and completion of the add-on endorsement will be completed through the Certification and Compliance Officer.

A. Candidate Application and Admission

To be eligible for the Autism Spectrum Disorder Add-On Endorsement Program through professional learning, a teacher must meet the following criteria:

1. Full-time instructional employee of the Bay County School District.
2. Hold a valid Florida Educators Certificate with Exceptional Student Education as an area of certification (Professional Certificate or Temporary Certificate);
3. Meet any additional criteria established by the Superintendent, School Board or FDOE.

Primary responsibility for pursuit of the Autism Spectrum Disorder Add-On Endorsement lies with individual teachers wanting or needing this credential. However, advisement and support to teachers of students with autism is provided by building-level administrators who monitor faculty certifications and teaching assignments.

The monitoring function enables schools to identify teachers who must comply with training and certification requirements. Affected teachers are notified of the training/certification requirement and informed about training opportunities. It is the school administrator's responsibility to monitor teacher compliance.

Autism Spectrum Disorder Add-On Endorsement courses are offered in a format that allows for ongoing, year-round delivery, which makes them easily accessible to those pursuing the Autism Spectrum Disorder Add-on Endorsement.

B. Advisement

Applicants may access information regarding the Autism Spectrum Disorder Add-On Endorsement and the course schedule through the Bay District Schools Beacon Learning webpage, through the Bay District Schools Supervisor of Educator Quality or designee, through the Office of Exceptional Student Education, or through the Certification and Compliance Officer for Human Resources and Employee Support Services.

C. Attendance

Participants must complete all four Autism Spectrum Disorder Add-On Endorsement courses. This includes all sessions, assignments, reflections, and application work. The courses are taught throughout the year. Each course must be completed in ten weeks within a designated period (specified start and end date).

D. Transfer and Utilization of Credit

Equivalent college credit courses (3 semester hours) documented by official transcript, may be used to satisfy component requirements. Additionally, professional learning hours credit earned in other school districts may be used as well. Credit from other school districts is documented by the official FDOE In-service Transfer Record.

The process of transferring records and entering information into the district database is the joint responsibility of the Bay District Schools Supervisor of Educator Quality or designee in conjunction with the Certification and Compliance Officer for Human Resources and Employee Support Services.

E. Certification Completion

When participants have demonstrated competency by successfully completing the required Autism Spectrum Disorder Add-On Endorsement courses, the certification process begins. It is the responsibility of the teacher

to apply for the Autism Spectrum Disorder Add-On Certification by submitting the request to the District's Certification and Compliance Officer for Human Resources and Employee Support Services who forwards the request to the FDOE, Teacher Certification for processing.

VIII. APPROVAL
The Superintendent and School Board of Bay District Schools have granted continuance of the Autism Add-On Endorsement program.

APPENDIX A: Training Components and Competency Requirements

Appendix A contains detailed information for each Autism Spectrum Disorder Add-On Endorsement online course. The following training components and course syllabi are found in Appendix A:

- Autism: Nature and Needs   Component Number: 2 100 046
- Autism: Communication Needs for Students   Component Number: 3 100 006
- Autism: Positive Behavior Support   Component Number: 5 101 010
- Autism: Student Assessment   Component Number: 2 102 002

Bay District Schools uses the Beacon Educator Autism Spectrum Disorder Add-On Endorsement online courses. Beacon's online courses are written by in-house experts using current research and evidence-based resources. Each online course is designed around adult learning theory and professional learning standards. In addition to Beacon's online content, participants read and review web-based resources for more in-depth reviews of relevant topics related to objectives for each component. Some of those links are provided for each component in this appendix.

Participants must complete each online course and all component requirements successfully. Participants will complete performance tasks within the online professional learning components to include reading content, completing formative reflection and vocabulary assignments, responding to case studies, and reviewing web-based resources. Participants must also complete objective and field experience-based summative exercises and performance tasks for each component.

Application-based summative assessments within each course require teachers to apply their understanding as outlined by competency and course requirements to support students with autism. The course facilitator will provide immediate affirmative or corrective feedback to the teacher to solidify the teacher's understanding of the content on the curriculum study assignments. Teachers are required to make adjustments based on the feedback and demonstrate mastery on the curriculum study assignments.

Each online course contains a final summative assessment for a total of four unique summative assessments. Teachers will demonstrate mastery on the summative assessment in order to satisfy the requirements for each course.

APPENDIX A: Training Components and Competency Requirements

TITLE: Autism: Nature and Needs

COMPONENT NUMBER: 2 100 046   **TOTAL PROFESSIONAL LEARNING POINTS:** 60

GENERAL OBJECTIVE:
This component allows participants to develop a working knowledge of Autism Spectrum Disorder with emphasis on a historical perspective, the impact of the disability, environmental impact, planning, goal setting, and strategies for working with individuals with ASD.

CEC Standards:
CEC Autism Spectrum Disorder Standards/*CEC Advanced Specialty Standards*

Specialization Requirements for Endorsement in Autism – Academic Class Competencies, F.A.C. Rule 6A-4.01796	CEC Autism Spectrum Disorder Standards *CEC Advanced Specialty Standards*
(a) Nature of Autism Spectrum Disorder and intervention strategies for educating students who have Autism spectrum Disorder to include student characteristics, appropriate learning goals, teaching approaches, environmental arrangements 1. Demonstrate knowledge of the major characteristics of autism spectrum disorders and the range of functioning levels across all domains.	**DDA.1.K4** **DDA.1.K2** **DDA.1.K7** **DDA.1.K8** **DDA.1.K9** **DDA.6.K5** *SEDAS.1.S1* *SEDAS.1.S2* *SEDAS.5.S*
2. Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with Autism Spectrum Disorders.	**DDA.1.K1** **DDA.6.K3** *SEDAS.1.S1* *SEDAS.1.S2* *SEDAS.5.S2*
3. Explain the implications for the impact of Autism Spectrum Disorders on the family and interaction of the student with Autism spectrum Disorders and the family.	**DDA.6.K7** **DDA.7.K1** *SEDAS.1.S7* *SEDAS.5.S3* *SEDAS.5.S5* *SEDAS.6.K1* *SEDAS.6.K2* *SEDAS.7.S2* *SEDAS.7.S3* *SEDAS.7.S4* *SEDAS.7.S5*
4. Describe formal and informal strategies for assessment of the following domains: speech and/or language communication; social emotional, psychomotor, and cognitive areas of development.	*SEDAS.1* *.K4* *SEDAS.4.S1*
5. Describe the decision-making process for determining a communication and/or language system(s).	*SEDAS.3.K3*
6. Describe strategies for conducting a functional assessment of adaptive and problem behaviors, including specific relationships between environmental events and the student's behavior.	**DDA.1.K6** **DDA.5.S13**

7. Demonstrate ability to design behavior programs that include ecological, antecedent, and curricular components based on functional assessment.	**DDA.2.S1** **DDA.2.S4** *SEDAS.1.S8* *SEDAS.3.K1* *SEDAS.3.S5*
8. Describe strategies to promote social interactions and learning in more inclusive environments, including regular education and community.	**DDA.2.S3** **DDA.3.S1** **DDA.3.S5** **DDA.5.S12** **DDA.5.S15** *SEDAS.3.S1* *SEDAS.5.S1* *SEDAS.6.S4* *SEDAS.6.S5* *SEDAS.6.S6*
9. Design strategies for arranging the environment to promote opportunities to enhance communicative initiations and interactions; opportunities for appropriate play and leisure activities; self-regulation and self-control; and the establishment of increasing independence in all areas of functioning.	**DDA.4.K2** **DDA.5.S10** *SEDAS.3.K2* *SEDAS.3.K4* *SEDAS.3.S8* *SEDAS.3.S9* *SEDAS.5.S4*
10. Demonstrate knowledge of current research trends, medical and educational issues, and programs in the field of autism spectrum disorders.	**DDA.1.K3** **DDA.5.K1** **DDA.5.K2** **DDA.6.K4** *SEDAS.1.K5* *SEDAS.1.S10* *SEDAS.5.K1*
11. Describe the development of appropriate educational objectives across the range of functioning levels and across the age span (from preschool through adult services).	**DDA.2.S2** **DDA.3.K1** **DDA.3.S3** **DDA.3.S6** **DDA.3.S4** **DDA.5.S6** **DDA.5.S7** **DDA.5.S8** **DDA.7.S1** *SEDAS.1.K6* *SEDAS.1.S6* *SEDAS.1.S9* *SEDAS.2.K1* *SEDAS.3.S2* *SEDAS.3.S4* *SEDAS.3.S13* *SEDAS.7.S1*

SPECIFIC OBJECTIVES/COURSE SYLLABUS

Identifying an Autism Spectrum Disorder
Participants will
- explore the history of Autism Spectrum Disorders (ASD) as a disability area,
- identify Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS) and discuss sub-types as "subthreshold" autism,
- recognize state and federal educational eligibility criteria vs. DSM-V criteria,
- develop an awareness of current beliefs as to the etiology and prevalence of ASD, and
- recognize the triad of ASD and the impact of the disability.

Understanding the Nature of Autism
Participants will
- explore the areas of concern that impact students with ASD,
  - communication,
  - range of cognitive abilities,
  - social skill development,
  - inability to control emotional responses,
  - impact of stereotypical/repetitive behaviors, and
  - describe potential courses of development and outcomes in individuals with ASD from infancy to adulthood (joint attention, imitation, failure to use gestures, failure to use symbols)
- identify the impact of autism spectrum disorders on learning and acquiring new skills, and
- recognize strategies for managing impacted areas of concern.

Assessments and the ASD Student
Participants will
- recognize the components of the Multi-tiered System of Supports (MTSS) as it applies to struggling students,
- describe the evaluation process for students whose difficulties are not addressed through the MTSS process,
- recognize assessment instruments and their uses for eligibility and/or re-evaluation for Autism Spectrum Disorder identification,
- describe common types of informal assessments used to monitor instruction and used to write IEP goals, and
- identify the criteria used by an IEP team to determine the appropriate state assessment (standard or alternative) and to identify the ramifications of those particular assessments.

Classroom Arrangement for the ASD Student
Participants will
- identify students' areas of strengths to develop and scaffold skills,
- determine and implement classroom design to provide optimal environmental conditions for learning
  - manage physical arrangement of the classroom,
  - assign adult instructional roles,
  - develop and teach routines, and
  - identify and utilize resources for teaching adaptive life skills.

Establishing Visual Schedules and Reinforcement
Participants will
- recognize the benefits of visual schedules,
- determine the best type of visual schedule to meet individual student needs,
- create visual schedules,
- implement the use of visual schedules in the classroom to impact communication,
- recognize the steps in implementation of reinforcement strategies,
- develop an awareness of resources available for assessing student preferences for reinforcers,
- apply reinforcement principles, and
- reflect on their classroom management system of which reinforcement is a component.

Work Systems for the ASD Student

Participants will

- recognize common characteristics in students with ASD that result in a lack of independent organizational skills,
- recognize connections between the use of routines and visual schedules and work systems,
- recognize definition of a work system,
- identify four critical pieces of information provided to a student by a work system,
- identify elements of a work system,
- recognize steps involved in the implementation of a work system,
- recognize types of work systems,
- identify several academic and pre-vocational tasks that are used in a work system,
- discuss benefits of using a work system for ASD students and the benefits of classroom use for teachers, and
- develop a variety of work systems to teach new skills and increase work initiation and work completion for all students.

Using Visual Strategies to Regulate Behavior

Participants will

- identify the function of behavior,
- recognize basic steps in the assessment of behavior process,
- identify students' areas of strengths to develop and scaffold behavior skills,
- identify visual strategies for teaching students to
    - make choices and requests,
    - appropriately reject or protest,
    - use negotiation skills, and
    - understand established rules and guidelines.

Nature and Needs: Social Learning

Participants will

- develop an understanding of social learning and the impact that this area of concern has on individuals with ASD,
- identify strategies to support social learning and the generalization of the skills,
- identify students' areas of strengths to develop and scaffold behavior skills,
- identify evidence-based social supports needed for social skills training for ASD students to include
    - social narratives, such as Social Stories (™), Power Cards (™), and cartooning;
    - social scripts;
    - video modeling/cognitive picture rehearsal; and
    - peer-mediated instruction and intervention.

Strategies for Including Students with Autism

Participants will

- identify characteristics of students with ASD and their target goals for success in the general education setting,
- recognize research-based accommodations, strategies, and supports for students with ASD in all content areas in the general education setting,
- understand supports specific to various learning styles of students with ASD,
- develop strategies for addressing behavioral issues of students with ASD in the general education setting,
- review the use of reinforcement in the general education setting with students with autism,
- review social skills training elements for working with ASD students in a general education setting, and
- synthesize course topics in order to prioritize support, schedule, and work with teams to ensure learning and academic progress of students with ASD.

Coordinating the Intervention Plan
Participants will
- consider all factors and needs present in students with autism when developing an intervention plan,
- gather parent and other team members' input,
- read and interpret evaluative materials,
- develop strengths and weaknesses statements,
- align plan and interventions with state and local standards,
- discuss participation in state assessment vs. alternative assessments and criteria for each,
- develop a comprehensive program plan to systematically implement intervention strategies for the student with ASD,
- advocate for the student with autism at school, at home, and in the community, and
- manage student information and parent communication in an effective manner.

Course Content
In addition to online course content identified in the course syllabus above, teachers access and read web-based resources to deepen their understanding of ASD, learn how to meet the needs of students with ASD, and learn how to apply their understanding in the classroom. Some links to web-based resources for each course follow:

Autism: Nature and Needs
- *What is Autism?* (Autism Research Institute) https://autism.org/what-is-autism/

- *Screening and Diagnosis of Autism Spectrum Disorder* (Centers for Disease Control and Prevention) https://www.cdc.gov/ncbddd/autism/screening.html

- *Autism Diagnosis Criteria: DSM-5* https://www.autismspeaks.org/autism-diagnosis-criteria-dsm-5

- *What are Evidence-based Practices?* (The National Professional Development Center on Autism Spectrum Disorder) https://autismpdc.fpg.unc.edu/evidence-based-practices

- *Visual Supports and Autism* (Autism Intervention Research Network on Physical Health) https://www.autismspeaks.org/sites/default/files/2018-08/Visual%20Supports%20Tool%20Kit.pdf

- *Specialized Evaluation Instruments* http://sss.usf.edu/resources/topic/ese/ESE_Eval/Specialized/Developmental.html

- *Psychological Evaluation and Autism Spectrum Disorder: Considerations for Standardized Testing* (Indiana Resource Center for Autism) https://www.iidc.indiana.edu/irca/articles/psychological-evaluation-and-autism-spectrum-disorder.html

- *Assessment for the Purpose of Instructional Planning for Students with Autism Spectrum Disorders* https://www.ocali.org/up_doc/Assessment_for_the_Purpose_of_Instructional_Planning_for_ASD.pdf
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TITLE: Autism: Communication Needs for Students

COMPONENT NUMBER: 3 100 006 **TOTAL PROFESSIONAL LEARNING POINTS:** 60

GENERAL OBJECTIVE:
This component allows participants to evaluate and plan for the language and communication needs of students with autism spectrum disorder using augmentative and alternative communication systems as determined by individual student need.

CEC Standards:
CEC Autism Spectrum Disorder Standards/*CEC Advanced Specialty Standards*

Specialization Requirements for Endorsement in Autism – Academic Class Competencies, F.A.C. Rule 6A-4.01796	CEC Autism Spectrum Disorder Standards *CEC Advanced Specialty Standards*
(b) Use of assistive and instructional technology and natural, alternative, and augmentative communication systems for students with Autism Spectrum Disorder 1.Demonstrate understanding of communication characteristics and deficits of students with autism spectrum disorder. a. Limited communication b. Limited joint attention c. Communicative functions d. Unconventional forms of communication.	**DDA.1.K5** **DDA.4.S2**
2. Design strategies for alternative methods of communication. a. Picture systems such as picture exchange communication system (PECS) and communication boards b. Symbol representation hierarchy c. Literacy related supports	**DDA.5.S2** *SEDAS.6.S3*
3. Demonstrate understanding of different interventions for communication. a. Traditional, to include verbal behavior and discrete trial training b. Naturalistic, to include incidental learning and pivotal response c. Social interventions, such as social stories and comic strip conversations d. Engineering the environment	*SEDAS.3.S6* *SEDAS.3.S7*

SPECIFIC OBJECTIVES/COURSE SYLLABUS

Unique Communication Characteristics
Participants will
Demonstrate understanding of communication characteristics and deficits of students with ASD, such as:
● limited communication,
● limited joint attention,
● communication forms and functions,
● unconventional forms of communication, and
● echolalia.

The Effects of Communication Differences
Participants will
● recognize the effects of communication differences among students with ASD
● identify communication development as normal or atypical using a developmental checklist (field experience),
● behavior as communication: Explain how communication skills affect a student's self-management and behavior,

- explain the link between the difficulty with identifying and effectively using visual cues in the student's environment, the ability of the student with ASD to get the intended meaning, and appropriate social behavior,
- understand the deficits in adaptive and life skills that accompany ASD,
- understand and explain the rationale for using Augmentative and Alternative Communication (AAC) for students with ASD,

Visuals Supporting Classroom Learning
Participants will
- identify visual aids and supports;
- recognize the advantages of using visual supports when working with students with ASD;
- identify several types of commonly used visual supports within the ASD classroom;
- recognize multiple instances in the classroom in which the use of visual supports, and the fading of those supports, would be effective for individuals and whole groups;
- use various resources for creating visual supports;
- discuss alternative methods of communication and learning picture systems such as picture exchange communication system and communication boards, symbol representation hierarchy, and literacy related supports

Introduction to Augmentative Alternative Communication (AAC)
Participants will
- recognize reasons why students with ASD may use AAC which may include deficits in motor skills necessary for speech output, deficits in expressive language skills necessary for meaningful speech, and poor attending or deficits in joint attention necessary for speech;
- identify characteristics of students who would benefit from AAC in the classroom;
- identify types of AAC systems and when to use these systems;
- learn how students acquire AAC and useful resources for access to AAC;
- identify common myths and misconceptions about AAC; and
- explore additional alternative methods of communication and learning and examine different alternative augmentative communication systems used in working with students with ASD.

Using Augmentative Alternative Communication (AAC) in the Classroom
Participants will
- recognize examples of modeling AAC in the classroom to include
  - requesting,
  - making comments,
  - answering questions,
  - asking questions;
- identify routine activities to incorporate AAC into the classroom;
- identify ways AAC can be used to problem solve or reduce student frustration;
- identify ways to increase AAC use in the classroom and at home;
- design an activity using AAC in the classroom;
- explore a variety of visual and object-based systems used to promote communication and language development,
- understand the difference between choice systems and communication systems,
- identify appropriate instructional technology that can be used to assist students with ASD of differing abilities,
- design supports and interventions for activities of daily living and organization appropriate to students age and developmental level, and
- demonstrate understanding of the range of no-tech and low-tech assistive technology (AT) support and the application of those supports in the classroom.

Behavioral Interventions to Improve Communication
Participants will
- understand the relationship between functional communication and problem behavior,
- examine how language is classified and approached from a behavioral perspective,
- learn how to teach communication skills through discrete trial training (DTT) and natural environment training (NET),
- understand pragmatics and interventions for effective use, and
- employ behavioral interventions for communication related to.
    - behavioral approaches to include verbal behavior and discrete trial training,
    - naturalistic to include incidental learning and pivotal response, and
    - social interventions, pragmatics (include video modeling).

Classroom Arrangement for Effective Communication
Participants will
- develop strategies for embedding communication opportunities across all lesson activities throughout the school day,
- arrange and engineer the environment to facilitate communicative interactions between the student and adults and between the student and peers,
- individualize strategies for communication in the classroom to include students at a variety of learner levels, including those who use different forms of AAC,
- recognize how visual scripts and video modeling can be used to teach communication and social skills,
- identify opportunities where students can interact in natural situations using natural cues and consequences,
- understand the use of immediate and consistent feedback to encourage a student's communication attempt,
- learn strategies for using echolalia to expand a student's skills, and
- identify methods to elicit spontaneous communication attempts.

Addressing Individual Student Needs
Participants will
- recognize the domains of language that may be assessed;
- identify and describe various communication assessment tools used with students with ASD;
- develop an awareness of the components of formal speech-language assessments to include
    - areas of a speech assessment,
    - areas of a language assessment,
    - fluency, and
    - voice;
- recognize common procedures for assistive technology or augmentative and alternative communication referrals;
- recognize information gathered during speech/language assessments that can be used to increase communication skills for students with ASD;
- recognize barriers to targeting communication at school and at home;
- identify activities which facilitate communication interaction in the home and in school (include potential barriers) (field experience),
- describe procedures used to initiate an AT or AAC referral, and
- explain policies and procedures outlined in the technical assistance papers from the FDOE related to AT.

Classroom Integration of AAC
Participants will
- individualize the communication systems to meet the specific needs of students,
- identify characteristics indicative of success with augmentative communication systems,
- employ methods that integrate the use of alternative/augmentative communication and assistive/instructional technology into the curriculum,

- develop a classroom plan that integrates the use of alternative/augmentative communication and assistive/instructional technology into the curriculum (field experience),
- identify characteristics indicative of success with augmentative communication systems, and
- individualize the communication systems to meet the specific needs of students.

Communication Strategies for Students with ASD
Participants will recognize
- the ethical implications of teaching,
- the difference in student-driven AAC vocabulary vs. more formal AAC vocabulary,
- the difference in social language conventions vs. meaningful language,
- pre-requisite skills in the ASD classroom,
- initiatives in the special/exceptional student classroom,
- and develop an awareness of appropriate communication with families of all cultures regarding appropriate and realistic communication goals,
- the interdependence of experience, cognitive, social/emotional, motor ability/skills, and language development/skills in students with ASD, and
- and synthesize communication enhancement strategies such as
  - ethical implications, and
  - understanding the interdependence of experience, cognitive, social/emotional, and motor ability/skills, language development/skills.

Course Content
In addition to online course content identified in the course syllabus above, teachers access and read web-based resources to deepen their understanding of ASD, learn how to meet the needs of students with ASD, and learn how to apply their understanding in the classroom. Some links to web-based resources for each course follow:
Autism: Communication Needs for Students
- *Joint Attention in Toddlers: Why It's Important for Language Development* https://teachmetotalk.com/2017/03/02/joint-attention-toddlers-why-its-important-for-language-development/

- *How Does Your Child Hear and Talk?* (American Speech-Language-Hearing Association) https://www.asha.org/public/speech/development/chart/

- *About Autism in Toddlers* (FSU Autism Navigator) https://autismnavigator.com/about-autism-in-toddlers/

- *A Message to Novices and Strangers to ASD: Look for Behavioral Communication* (Indiana Resource Center for Autism) https://www.iidc.indiana.edu/irca/articles/a-message-to-novices-and-strangers-to-asd-look-for-behavioral-communication

- *Autism Life Skills Videos* https://www.youtube.com/channel/UCIL5JoRvaZS1Ph7_7e4_Yiw/videos

- Visual Supports for School, Home and Community (Indiana Resource Center for Autism)https://www.iidc.indiana.edu/irca/resources/visual-supports/index.html

- *Speech and Language Developmental Milestones* https://www.readingrockets.org/article/speech-and-language-developmental-milestones

- *Evidence-Based Practices for Effective Communication and Social Intervention* (Indiana Resource Center for Autism) https://www.iidc.indiana.edu/irca/articles/evidence-based-practices-for-effective-communication-and-social-intervention.html

TITLE: Autism: Positive Behavior Support

COMPONENT NUMBER: 5 101 010 **TOTAL PROFESSIONAL LEARNING POINTS:** 60

GENERAL OBJECTIVE:
This component allows participants to develop classroom techniques for using applied behavior analysis principles and behavioral strategies for students with autism.

The following topics will be addressed in the course:
● data collection,
● functions of behavior and preventing challenging behaviors, and
● ethics in applying behavioral techniques.

A field experience component of the course includes:
● administering a preference assessment to a student,
● completing an Instructional Control self-assessment with the assistance of a school leader, and
● assessing a student's mastery of a skill based on a task analysis that has been created and teach steps in that skill to the student.

CEC Standards:
CEC Autism Spectrum Disorder Standards/*CEC Advanced Specialty Standards*

Specialization Requirements for Endorsement in Autism – Academic Class Competencies, F.A.C. Rule 6A-4.01796	CEC Autism Spectrum Disorder Standards *CEC Advanced Specialty Standards*
(c) Behavior management and positive behavior supports for students with Autism Spectrum Disorder 1. Demonstrate understanding of person-centered planning.	**DDA.5.S4** **DDA.5.S9** **DDA.5.S14** **DDA.6.K6** *SEDAS.3.S3* *SEDAS.3.S10* *SEDAS.3.S12* *SEDAS.3.S14* *SEDAS.6.S1*
2. Design strategies for developing comprehensive behavioral intervention plans. a. Prevention of behaviors b. Replacement behaviors c. Changing responses d. Lifestyle interventions based on data from functional behavior assessments	**DDA.4.S3** **DDA.5.S5**
3. Demonstrate understanding of core deficits (communication and social) to behavior. a. Social stories b. Functional communication c. Common misconceptions of behavior d. Social skills training	**DDA.3.S2** **DDA.6.K5**
4. Demonstrate understanding of applied behavioral analysis principles. a. Reinforcement b. Prompting c. Shaping d. Fading e. Task analysis	**DDA.5.S11** *SEDAS.3.S11* *SEDAS 6.S2*

SPECIFIC OBJECTIVES/COURSE SYLLABUS

The History of Applied Behavior Analysis
 Participants will
- familiarize themselves with the historical context and development of Applied Behavior Analysis,
- demonstrate a basic understanding of the principles of the pure science of behavior analysis and Applied Behavior Analysis,
- recognize the Seven Dimensions of Applied Behavior Analysis, and
- identify the evidence-based practices for instruction of students with an autism diagnosis.

Principles of Reinforcement and Punishment
Participants will
- recognize the effects of reinforcement and punishment of various types on behavior,
- complete field experience by administering a Preference Assessment and interpreting its results,
- develop an awareness of the importance of the concept of pairing with students,
- compile a rich list of student reinforcer ideas,
- embed understanding of the terms satiation and deprivation when using student reinforcers,
- demonstrate an understanding of and seek improvement in classroom Instructional Control based on feedback provided through classroom observation, and
- complete field experience by completing an Instructional Control self-assessment.

Teaching Using Behavioral Principles
Participants will
- become aware of the purpose for and factors that are important when choosing and administering multiple assessment instruments,
- recognize the three core areas of functioning that should be assessed in students with ASD,
- enhance data collection and recording skills,
- identify the Discrete Trial Training teaching procedures and strategies,
- recognize the hierarchy of prompting types and their respective prompting strategies,
- identify errorless teaching procedures, and
- compare and contrast Natural Environment Training to Discrete Trial Training.

Measurement and Data Collection
Participants will
- recognize the importance of accurately defining target behaviors;
- develop an awareness of the dimensions of behavior;
- when collecting behavioral data, determine the appropriate measure: count, rate, duration, latency, and inter-response time;
- develop an awareness of school personnel available to support ASD students and resource materials available for classroom data collection;
- complete field experience and observe, record, and analyze behavior; and
- enhance knowledge of graph components and of the data graphing process.

Functions of Behavior and Intervention Plans
Participants will
- identify the function of behaviors;
- identify antecedents, behaviors, and consequences;
- recognize behavioral setting events;
- utilize tools for gathering data for a functional behavior assessment (FBA); and
- use gathered data from the FBA to develop a Behavior Intervention Plan (BIP).

Strategies to Increase and Develop New Behaviors
Participants will
- recognize the major types of reinforcement schedules and their benefits,
- recognize the terms of shaping and chaining,
- develop task analysis skills, and
- complete field experience which includes a task analysis and chaining tasks.

Preventing Challenging Behaviors: PBIS In Action
Participants will
- explore the background of the development of Positive Behavior Interventions and Supports (PBIS),
- recognize the preventative schoolwide and classroom-level tenets of PBIS, and
- identify the next steps to take when preventative behavioral strategies have not had the desired result.

Dealing with Challenging Behaviors
Participants will
- analyze and chose interventions and replacement behaviors based on the function of behavior and
- recognize socially appropriate replacement behaviors.

Additional Strategies in Dealing with Challenging Behaviors
Participants will
- explore the use of behavior contracts, group contingencies and token economies for managing student behavior.

Ethics and ABA in the Classroom
Participants will
- familiarize themselves with the definition of ethics; and
- identify the ethical elements of the application of Applied Behavior Analysis in the classroom to include: therapeutic environment; behavior change focused on student benefit; professional use of ABA through collaboration; student independence-focused goals; ongoing data collection and evaluation; and teacher accountability.

Course Content
In addition to online course content identified in the course syllabus above, teachers access and read web-based resources to deepen their understanding of ASD, learn how to meet the needs of students with ASD, and learn how to apply their understanding in the classroom. Some links to web-based resources for each course follow:

Autism: Positive Behavior Support
- *What is Applied Behavior Analysis?* (Autism Speaks) https://www.autismspeaks.org/applied-behavior-analysis

- *Matrix of Evidence-based Practices by Outcome and Age* (The National Professional Development Center on Autism Spectrum Disorder) https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/imce/documents/EBP-Matrix.pdf

- *Transition Time: Helping Individuals on the Autism Spectrum Move Successfully from One Activity to Another* (The Indiana Resource Center for Autism) https://www.iidc.indiana.edu/irca/articles/transition-time-helping-individuals-on-the-autism-spectrum-move-successfully-from-one-activity-to-another.html

- *Evidence-Based Instructional Practices: Single Stimulus Preference Assessments* https://ebip.vkcsites.org/single-stimulus/

- *Jackpot! Ideas for Classroom Rewards* (Intervention Central) https://www.interventioncentral.org/behavioral-interventions/rewards/jackpot-ideas-classroom-rewards

- *Discrete Trial Teaching: What is it?* (The Indiana Resource Center for Autism) https://www.iidc.indiana.edu/irca/articles/discrete-trial-teaching-what-is-it.html

TITLE: Autism: Student Assessment

COMPONENT NUMBER: 2 102 002 **TOTAL PROFESSIONAL LEARNING POINTS:** 60

GENERAL OBJECTIVE:
Participants will gain an understanding of assessment and diagnosis of students with ASD and how to apply this information when teaching, monitoring, and maintaining new skills.

CEC Standards:
CEC Autism Spectrum Disorder Standards/*CEC Advanced Specialty Standards*

Specialization Requirements for Endorsement in Autism – Academic Class Competencies, F.A.C. Rule 6A-4.01796	CEC Autism Spectrum Disorder Standards *CEC Advanced Specialty Standards*
(d) Assessment and diagnosis of Autism Spectrum Disorder 1. Demonstrate understanding of instruments used and processes utilized for a comprehensive evaluation. a. Characteristics for determining eligibility b. Autism-specific instruments such as Autism Diagnostic Observational Schedule Second Edition (ADOS-2), Autism Diagnostic Interview-Revised (ADIR) c. Recommendations for educational programming/IEP development	**DDA.4.K1** **DDA.4.K3** **DDA.6.K1** **DDA.4.K4** **DDA.5.S1** **DDA.6.K1** *SEDAS.1.K1* *SEDAS.1.K2*
2. Describe strategies for conducting ongoing classroom-based assessments as well as data-based decision making and program development. a. Portfolio assessment b. Curriculum-based measurement c. (CBM) and assessment (CBA) d. Data interpretation e. Using assessment to determine present levels of performance.	**DDA.4.S1** **DDA.5.S3** **DDA.5.S16** *SEDAS.1.K3* *SEDAS.1.S4* *SEDAS.1.S5* *SEDAS.2.K2* *SEDAS.2.K2*

SPECIFIC OBJECTIVES/COURSE SYLLABUS

Reviewing the Multi-Tiered System of Supports (MTSS) Process
Participants will
- recognize the definition of MTSS;
- discriminate between MTSS, RtI, and PBIS;
- identify the tiers of support;
- recognize common MTSS myths;
- recognize disproportionality and how RtI may solve the issues;
- recognize barriers to the identification process and how to alleviate them; and
- identify next steps and process for entering ESE/SPED or evaluating for a new label.

Working with Families of Student with ASD
Participants will
- identify common reasons parents may need additional support during identification and placement;
- recognize the relationship between medical diagnoses, educational labels, and least restrictive environment;
- understand reasons for including parents in the IEP process;
- identify ways to support and include parents in the IEP process; and
- identify general ways to facilitate a positive relationship with parents.

Assessment Tools

Participants will

- understand how IDEA relates to autism identification and evaluation,
- identify legal requirements prior to evaluation for ASD eligibility,
- identify legal requirements for ASD evaluation,
- understand the relationship between IDEA and state requirements for ASD eligibility, and
- review examples of assessment components and evaluation tools used in evaluation for ASD eligibility.

Interpreting Formal Assessment Data

Participants will

- read an evaluation report,
- recognize the key parts of the report,
- learn how to interpret assessment scores, and
- use an evaluation report to pinpoint a student's strengths and weaknesses.

Writing Goals Based on Priority Educational Needs

Participants will

- recognize key components of an IEP which includes
  - present levels of academic achievement and functional performance (PLAAFP) which are comprised of
    - student needs in an academic or functional skill area,
    - a statement that reflects the impact of the student's disability on general education curriculum involvement,
    - current level of performance to include baseline data,
  - IEP goals, and
  - objectives or benchmarks;
- identify SMART goals and the benefit of using them;
- learn how to write measurable goals and objectives for language, behavior, and academics;
- recognize legal implications of the Endrew F. v. Douglas County School District case and how it relates to goal writing;
- recognize common mistakes in goal writing and how to avoid them; and
- demonstrate the ability to write SMART goals.

Least Restrictive Environment and the ASD Student

Participants will

- recognize the federal guidelines within the Individuals with Disabilities Education Act (IDEA) as they relate to student placement,
- recognize the principles of Least Restrictive Environment (LRE) within the IDEA,
- analyze the classroom environment, teaching, and the student in order to determine appropriate supplementary aids and services,
- recognize which individuals make up the Individual Educational Plan (IEP) Team that determines ASD student placement decisions,
- develop an awareness of the ASD student factors that influence placement decisions,
- develop an awareness of the range of placements for students with ASD, and
- recognize the complexity of decision-making when multiple diagnoses are present.

Alternate Assessments

Participants will

- identify current state and federal guidelines as they pertain to statewide standardized assessments,
- recognize the types of statewide assessments in Florida and who takes them,
- identify candidates for alternate assessment,
- recognize the decision-making process for determining who takes an alternate assessment,
- recognize the impact that alternate assessment has on transition,
- recognize current rules and regulations for using accommodations for alternate assessments, and
- practice making a recommendation for traditional assessment versus alternate assessment based on student need.

Informal Assessments for Planning Instruction
Participants will
- differentiate between standardized and non-standardized assessments,
- differentiate between state assessments and those used for instructional planning,
- identify several informal tests used by teachers to determine students' mastered skills and levels of functioning to include
  - preference assessments,
  - social skills checklists, and
  - informal academic assessments such as task analyses, and
- create and administer a reading or math informal assessment.

Transitional Needs of ASD Students
Participants will
- define transition planning and how it relates to the IEP process;
- recognize current initiatives and legislation concerning transition;
- identify transition team stakeholders and the roles they serve;
- recognize critical issues surrounding transition and how, when, and why to plan for them
  - age of majority,
  - career interests,
  - long-term goals and post-graduation plans,
  - student advocacy and involvement in IEP meetings,
- learn how to write measurable transition goals for students with ASD;
- identify programs, resources, and agencies that are available for students with ASD during and after transition; and
- demonstrate the ability to write transition goals for employment and post-secondary education.

Innovative Technology for Students with Autism
Participants will recognize
- uses of technology in the ASD classroom,
- technology for the learning environment,
- personal technology,
- technology for personal safety concerns,
- and increase knowledge of available learning apps, and
- and develop an awareness of emerging technology.

Course Content
In addition to online course content identified in the course syllabus above, teachers access and read web-based resources to deepen their understanding of ASD, learn how to meet the needs of students with ASD, and learn how to apply their understanding in the classroom. Some links to web-based resources for each course follow:

Autism: Student Assessment
- *What is PBIS?* https://www.understood.org/en/articles/what-is-pbis

- *Planning and Problem-Solving in MTSS* https://floridarti.usf.edu/index.html

- *What's the difference between RTI and MTSS?* https://www.understood.org/en/articles/whats-the-difference-between-rti-and-mtss

- *Guidelines for the Educational Evaluation of Autism Spectrum Disorder* http://www.cde.state.co.us/cdesped/asd_guidelines

- *What evaluation testing results mean* https://www.understood.org/en/articles/what-special-education-testing-evaluations-results-mean

- *A Parent's Introduction to Exceptional Student Education in Florida* https://www.fldoe.org/core/fileparse.php/7690/urlt/0070085-eseparent.pdf