The School District of Clay County

Inservice Add-on Endorsement Program for Autism Endorsement

I. PROGRAM TITLE

Inservice Add-on Endorsement Program for Autism Endorsement

II. PROGRAM RATIONALE AND PURPOSE

The Autism Spectrum Disorders Endorsement, as described in State Board of Education Rule 6A-4.01796, Florida Administrative Code, *Specialization Requirements for Endorsement in Autism – Academic Class*, will be required by July 1, 2011, for K-12 ESE teachers with 100% of students on their caseload or in their class identified as having autism spectrum disorders. This rule, 6A.-4.01796, FAC., Specialization Requirements for Endorsement in Autism - Academic Class, outlines the requirements for the endorsement in autism.

Autism Spectrum Disorder (ASD) is among the most rapidly growing classifications in special education. The numbers of students diagnosed with ASD increases annually, and creates a need for teachers trained and endorsed to deliver instruction appropriately to these students. There are teachers in Clay County who either desire further training in teaching students with autism at the elementary or secondary level or desire to further their professional development by adding endorsement in autism to their certificates. Additionally, an endorsement program in autism will facilitate teachers' acquisition of the skills and competencies needed to identify students with ASD, provide the required interventions, and assist the improvement of student learning and performance.

An Inservice Add-on Endorsement Program for Autism Endorsement will provide the incentive as well as the opportunity for teachers to attain the competencies and the appropriate skills and credentials needed to effectively teach students with ASD.

III. PROGRAM CONTENT/CURRICULUM

A. COMPETENCIES

The content of the program is based upon the specialization requirements for endorsement in Autism as stated in 6A-4.01796, FAC, Specialization Requirements for Autism – Academic Class.

The competencies (see Appendix A) to be addressed in each course are stated as general and specific objectives in the components that are included in the Inservice Add-on Endorsement Program for Autism

Endorsement (see Appendix B). Each component has been developed in accordance with the requirements for the Master Plan for Inservice Education components and has been included in the Master Plan for Inservice Education. Participants must demonstrate increased competency on 80% of the course objectives to receive credit for the component. Successful completion of the field-based experiences will be demonstrated through the completion and submission of a comprehensive portfolio assessment.

B. SPECIALIZATION/PROFESSIONAL STUDIES

1. **Specialization** - The professional education competencies specific to autism are addressed in the specialized courses that the Inservice Add-on for Autism Endorsement requires. The Competencies for Teachers Seeking the Autism Endorsement can be found in Appendix A.

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

2. **Professional** - Field experience activities will be incorporated into the courses and will facilitate understanding and implementation of course information. Activities will be designed to allow for actual on-site assessment and intervention with strategies presented in the associated courses. Students will compile a portfolio of artifacts to be submitted for course completion.

C. NATIONALLY RECOGNIZED GUIDELINES

Data on nationally recognized guidelines have been culled from the National Research Council (2001) report and various sources in Florida, California, and Virginia. Currently, a comprehensive review of literature conducted by the State of Virginia indicates six competencies upon which autism certification and/or endorsement processes appear to be based nationwide. These six competencies include:

1. General Autism, which addresses basic information regarding what the diagnosis of ASD means;
2. Intervention Development, which addresses planning for appropriate assessment and program planning for individuals with an ASD;
3. Communication, which focuses on one of the primary diagnostic areas of need for ASD;

4. Social Skill, which focuses on one of the primary diagnostic areas of need for ASD;
5. Positive Behavior Support, which focuses on determining messages behind behaviors, and developing positive plans to teach new skills; and
6. Sensory Motor Development, which addresses the needs of some individuals with an ASD to have sensory motor supports.

This Inservice Add-on Endorsement Program for Autism Endorsement addresses these competencies within the courses proposed, and uses instructional strands and specific objectives developed in part by the existing Inservice Add-on Endorsement programs offered by The School District of Escambia County, The School District of Miami-Dade County, The School District of Pasco County, and The School District of Volusia County as well as state-approved programs in the states of Virginia and California.

IV. INSTRUCTIONAL DESIGN AND DELIVERY

A. INSTRUCTIONAL STRAND

The coursework will include online, classroom and field experiences. Detailed courses of study for each course include content and methodological strategies. Because of the scope and intensity of this program, courses will be scheduled over an extended period to allow sufficient time for assimilation of information, methodology, and unique skills application or implementation. The curriculum has been designed to prepare teachers to utilize instructional strategies for teaching students with autism in their classrooms and to document their application as part of a comprehensive portfolio.

Instructional Design and Delivery – Instructional Strands		
Nature and Needs, Assessment and Diagnosis of Students with Autism Spectrum Disorders (ASD)	**Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders (ASD)**	**Assistive/Instructional Technology and Alternative/ Augmentative Communication Systems for Students with Autism Spectrum Disorders (ASD)**
1. Characteristics of ASD 2. Assessment and Diagnosis 3. Individual Learning Goals, IEP, Curricula 4. Teaching Methodologies	1. Behavior, communication, sensory, and social issues in ASD 2. Basic Behavioral Principles 3. Preference and Reinforcer Assessment Methodology 4. Evidence-Based Instructional Methodologies and Strategies 5. Acquisition Goals, Data Collection, and Graphic Analysis 6. Behavior Definitions and Functions of Behavior 7. Important Issues with Functional Behavioral Assessment 8. Determining Appropriate Interventions for Positive Behavior Intervention Plans 9. Treatment Integrity 10. Reduction Goals, Data Collection, and Graphic Analysis	1. Supporting Communicative and Language Competence 2. Continuum of approaches to assessment and intervention 3. Functional, expressive and receptive communication 4. Augmentative and alternative communication (AAC) strategies 5. Integrating verbal and nonverbal forms of communication
Field-Based Experience Courses		
Field-based Experience in Nature and Needs, Assessment and Diagnosis of Students with Autism Spectrum Disorders (ASD)	**Field-based experience in Applied Behavior Analysis, and Positive Behavior Supports for Students with Autism Spectrum Disorders (ASD)**	**Field-based experience in Assistive/Instructional Technology and Alternative/Augmentative Communication Systems for Students with Autism Spectrum Disorders (ASD)**

A. TRAINING COMPONENTS

The required components for endorsement in Autism are:

Component #	Master Plan Points	Component Title
4-102-003	60	Nature and Needs, Assessment and Diagnosis for Students with ASD
2-100-009	60	Applied Behavior Analysis and Positive Behavior Supports for Students with ASD
3-100-001	60	Assistive/Instructional Technology and Alternative/Augmentative Communication Systems for Students with ASD
4-102-004	20	Field-Based Experience in Nature and Needs, Assessment and Diagnosis for Students with ASD
2-100-010	20	Field-Based Experience in Applied Behavior Analysis, and Positive Behavior Supports for Students with ASD
3-100-002	20	Field-Based Experience in Instructional Technology and Alternative/Augmentative Communication Systems for Students with ASD

The training components included in the Inservice Add-on Endorsement Program for Autism Endorsement have been developed as specified in the Master Inservice Plan. The training components included in the Inservice Add-on Endorsement Program for Autism are included in Appendix B.

B. MATRIX

Matrix of Autism Endorsement Program			
Competency Number*	**Component Number**	**Specific Objective Number(s)**	**Method of Competency Demonstration**
2a, 2d	4-102-003	1, 2, 5, 7, 10, 12, 13	Summary paper submitted
2a, 2d	4-102-003	3, 5, 10, 11	Group discussion participation
2a, 2d	4-102-003	4,6,12	Completion of flow chart/template
2a, 2d	4-102-003	11,12,13	Items developed from a case study
2a, 2d	4-102-003	7, 9	Analysis of video vignettes
2a	4-102-003	8	Model/instruct a small group on a social skill
2a, 2d	4-102-003	1, 2, 5, 7, 12	Written examination
2b	3-100-001	1, 2, 4	Videotape analysis
2b, 2d	3-100-001	3	Completion of checklist
2b	3-100-001	5	Case study summary
2b	3-100-001	6	Research article summary
2b	3-100-001	7, 8	Develop outline/script
2b	3-100-001	9, 13, 15, 16, 17, 18, 20, 21, 24	Summary paper
2b	3-100-001	10	Create contingency map/social story

2b	3-100-001	11, 12	Develop set of activity-based objectives
2b	3-100-001	14, 22, 23	Develop visual supports
2b	3-100-001	18	Demonstration
2b, 2d	3-100-001	19	Develop lesson plans

2c, 2d	2-100-009	1, 2, 22, 23, 24, 25, 37, 38	Written report
2c	2-100-009	1, 2, 3, 4, 5, 6	Video tape review and response
2c, 2d	2-100-009	4, 10, 12, 17, 36, 39	Written summary
2c, 2d	2-100-009	5, 6, 17, 26, 27, 28, 29, 30, 31, 32, 33, 34	Oral presentation
2c	2-100-009	7, 8, 9, 11, 13, 14, 15, 16, 17, 20	Class demonstration
2c, 2d	2-100-009	18, 19, 20, 21,29, 30,31, 32, 33, 34, 35	Final project/product
2c	2-100-009	1,7,8,22,23,38	Written examination
2e, 2d	2-100-010	2, 4, 6, 7, 8, 9	Written reports
2e, 2d	2-100-010	10	Complete Behavior Intervention Plan
2e, 2d	2-100-010	5, 6, 7, 9	Meeting reflection
2e	2-100-010	1	Written examination
2e, 2d	4-102-004	1, 2, 3, 4	Written reports
2e	4-102-004	1	Sample task
2e	4-102-004	1	Portfolio of interventions
2e, 2d	4-102-004	2	Draft IEP
2e	4-102-004	3	Completed tool
2e	3-100-002	1, 2, 3	Complete checklist
2e	3-100-002	4	Complete inventory to develop goals/objectives
2e, 2d	3-100-002	5, 6, 8, 9, 10, 11, 12, 15, 16	Summary paper
2e	3-100-002	7	Develop visual supports
2e	3-100-002	6, 8	Videotape analysis
2e	3-100-002	11	Demonstration
2e, 2d	3-100-002	14, 15, 16, 17	Develop an intervention plan

**See Appendix A for competencies*

COURSE INSTRUCTORS

Course instructors must possess a master's degree or higher, and have a minimum of three years qualified experience in working with students on the Autism Spectrum. Each course instructor must be certified and experienced in the area(s) of content to be taught. Instructors within the school districts served by this endorsement may be used, in addition to contracted instructors from local institutions of higher education (community colleges, colleges or universities) or the private sector.

COMPLETION REQUIREMENTS

A. PROGRAM COMPLETION

Methods for determining a participant has obtained all the competencies required for the specialization area are addressed within the coursework requirements and

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

Proof of successful course completion and the awarding of inservice points will be maintained by the district Professional Development Office. At the conclusion of each course, each participant successfully mastering the competencies therein will be awarded inservice credit per the Master Inservice Plan. Upon successful completion of all four required courses, the Professional Development Office will verify to the state certification office that the participant has completed all requirements for the Inservice Add-on Endorsement Program for Autism Endorsement. The Teacher Certification Office will then assist the participant in filing the necessary paperwork and collecting fees associated with petitioning The Florida Department of Education to add the Autism endorsement to the educator's teaching certificate.

B. COMPETENCY DEMONSTRATION

Requirements for the program stipulate that evidence of competency mastery in each required course must be maintained by the participant as part of the participant's portfolio. A copy of each participant's portfolio will be maintained by the district ASD coordinator's office. Successful completion of each course, coupled with the submission of the portfolio, will be deemed adequate demonstration of competence.

C. COMPETENCY VERIFICATION

College and/or university coursework may be substituted for portions of the autism endorsement add-on requirement. Consideration will be given to students who have successful completion with a grade of B or better of a college/university course with verification from the district instructor that there is reasonable equivalence between the college/university courses and the district add-on courses. Decisions will be made at the local level, in collaboration with the district Teacher Certification Office and the Professional Development Office.

II. PROGRAM EVALUATION

A. EVALUATION PLAN

The overall effectiveness of the Inservice Add-on Endorsement Program for Autism Endorsement will be determined by participant assessment, training component assessment, and program assessment techniques using the strategies described below.

1. Individual participants will be evaluated based on competency acquisition as verified by the instructor in accordance with approved competency demonstration methods and criteria. (In accordance with district inservice requirements, any participant who wishes to receive inservice points must demonstrate competency on at least 80% of the specific objectives using pre- and post-tests or other valid measures.)

2. Each training component will be evaluated by utilizing district staff development program procedures.
3. The program will be assessed annually by participants; instructors; staff development personnel; and district exceptional student education administrative and supervisory staff to determine: program effectiveness, program efficiency in terms of management, operation, delivery and cost effectiveness. Formal program evaluation will provide the following data:
    a. Descriptive Data: number of teachers who are out-of-field in autism spectrum disorders; number and percentage of the above that have enrolled in the Inservice Add-on Endorsement Program for Autism Endorsement; number of enrollees dropped for nonperformance; number and percentage of program completers; number and percentage of program completers teaching in the district.
    b. Client Satisfaction Data - attitudes of participants will be surveyed to determine the extent to which: the program is meeting candidate needs; the quality of instruction is consistent with professional development standards; the curriculum is pertinent to their classroom and professional development needs; the pace, quantity, and quality of assignments are compatible with their primary teaching responsibilities.
    c. Supervisory Evaluation Data - principals, administrators and supervisors may be asked to perform site-based evaluations to determine the extent to which: school and program needs are being met through the training provided by the add-on endorsement program; skills acquired in inservice add-on training are practiced in the candidate's classroom and shared with others; evidence exists of tangible benefit to students accruing from add-on training.
    d. Logistical Support - annual program costs will be calculated from records of training, material purchases, copying, consultant fees, district or project expenditures, and salary portions of key personnel in program operations. Additional evaluation procedures may be developed and implemented as needed by the district. Any program revisions resulting from these evaluation procedures will be reported to the Florida Department of Education.

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

1. Scope and sequence of courses;
2. Instructional materials;
3. Relevance to effective teaching and learning; and
4. Adequacy of preparation for teaching assignment/study.

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

B. ANNUAL REVIEW

An annual review of the efficacy of the program will be conducted by ESE administration via continuous programmatic review of data collection previously noted in Program Evaluation, (A) Evaluation Plan (page 7). The carry-over effects of the training will be measured by direct observation, status of highly qualified personnel and the provision of quality educational services. The data obtained in this continuous review cycle will be used to revise the program as necessary as well as inform the next areas of professional development offered outside of the endorsement program.

III. MANAGEMENT

The management of the Inservice Add-on Endorsement Program for Autism Endorsement is the responsibility of the assigned district staff development add-on program coordinator or designee. This individual will be responsible for managing the program, to include disseminating information about the Inservice Add-on Endorsement Program for Autism Endorsement, maintaining participant and program files, certifying the completion of program requirements and processing applications, coordinating program activities, collecting evaluation data, and providing information regarding the Inservice Add-on Endorsement Program for Autism Endorsement when required by the school district and/or Florida Department of Education staff. This responsibility will be carried out in coordination with appropriate district professional development personnel, district certification personnel, as well as exceptional student education administrative and supervisory personnel and program instructors.

Participant files will include courses and a timeline with a projected date for completion. Program files will include the schedule of courses offered, information regarding the instructor and participants, and evaluation data.

A. ADMISSION

To be eligible for the Inservice Add-on Endorsement Program for Autism Endorsement, a teacher must meet the following criteria:

1. Full-time instructional employee of the Clay County School District.
2. Hold a valid Florida Educator's Certificate (temporary or professional);
3. Must have satisfactory performance evaluations; and
4. Meet any additional criteria established by the Superintendent, School Board or Florida Department of Education.

Eligible teachers desiring to participate in the program are required to contact the district designee to request admission to the program.

B. ADVISEMENT

Each applicant will receive information on the requirements of the Inservice Add-On Certification Program, schedule of courses, and timeline for completion.

C. ATTENDANCE

Attendance is mandatory; all courses have a specified number of hours and a participant must attend the required number of hours. Absences or excessive tardiness will jeopardize a participant's ability to successfully complete a course. Class work missed from an excused absence due to serious illness or extreme emergency must be satisfied through a schedule approved by the instructor. Participants receive one inservice point for each clock hour of component participation, up to 60 hours per component.

D. TRANSFER OF CREDIT

Equivalent or higher content level college credit obtained from a regionally accredited institution of higher education with an approved autism endorsement program may be used to satisfy component requirements. College course(s) are converted to inservice points with each semester credit hour equivalent to twenty (20) inservice points. An official sealed college transcript must be requested by the participant and forwarded to the district designee's office.

Inservice credit earned while employed in another district may be applied to the Inservice Add-On Certification provided:

1. The component is of equivalent or higher content level.
2. The component was earned as part of a Florida-approved inservice add-on certification program.

Participants must request an official Inservice Transfer Record be sent from the previous employer to the district's professional development director.

E. CERTIFICATION OF COMPLETION

Reference Completion Requirements, Section A, Program Completion (page 6).

Upon successful completion of all four required courses, the Professional Development Office will verify to the state certification office that the participant has completed all requirements for the Inservice Add-on Endorsement Program for Autism Endorsement. The Teacher Certification Office will then assist the participant in filing the necessary paperwork and collecting fees associated with petitioning The Florida Department of Education to add the Autism endorsement to the educator's teaching certificate.

CLAY COUNTY SCHOOL DISTRICT

INSERVICE ADD-ON ENDORSEMENT PROGRAM FOR AUTISM ENDORSEMENT

SCHOOL BOARD APPROVAL

We, the undersigned, certify that this Inservice Add-on Endorsement Program for Autism Endorsement has been approved for inclusion in the Clay County School District Master Inservice Plan for 2007-2012.

Approval Date: _____

_____	_____
Mr. Ben Wortham, Superintendent	Mr. Frank Farrell, Board Chairman

APPENDIX A
Competencies for Teachers Seeking the Autism Spectrum Disorder Endorsement

These competencies were developed in 2003 to correspond to 6A-4.01796 Specialization Requirements for Endorsement in Autism – Academic Class

(1) A bachelor's or higher degree with certification in any exceptional student education area; and

(2) Twelve (12) semester hours to include credit in each of the following areas:
(a) Nature of autism and intervention strategies for educating students who are autistic to include student characteristics, appropriate learning goals, teaching approaches, environmental arrangements; and

1. Demonstrate knowledge of the major characteristics of autism and the range of functioning level across all domains.
2. Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with autism.
3. Explain the implications for the impact of autism on the family and interaction of the student with autism and the family.
4. Describe formal and informal strategies for assessment of the following domains: speech-language communication; social-emotional, psychomotor, and cognitive areas of development.
5. Describe the decision-making process for determining a communication and/or language system(s).
6. Describe strategies for conducting a functional assessment of adaptive and problem behaviors, including specific relationships between environmental events and the student's behavior.
7. Demonstrate ability to design behavior programs that include ecological, antecedent, and curricular components based on functional assessment.
8. Describe strategies to promote social interactions and learning in more inclusive environments, including regular education and community.
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;
   - direct instruction; and
   - the establishment of increasing independence in all areas of functioning.
10. Demonstrate knowledge of current research trends, medical and educational issues, and programs in the field of autism.

11. Describe the development of appropriate educational objectives across the range of functioning levels and across the age span (from preschool through adult services).

(b) Use of assistive and instructional technology and natural, alternative and augmentative communication systems for students with Autism Spectrum Disorders;

1. Demonstrate understanding of communication characteristics and deficits of students with autism.
   - Limited communication;
   - Limited joint attention;
   - Communicative functions; and
   - Unconventional forms of communication.
2. Design strategies for alternative methods of communication.
   - Picture systems such as picture exchange communication system (PECS) and communication boards;
   - Symbol representation hierarchy; and
   - Literacy related supports.

3. Demonstrate understanding of different interventions for communication.
   - Traditional, to include verbal behavior and discrete trial training;
   - Naturalistic, to include incidental learning and pivotal response;
   - Social interventions, such as social stories and comic strip conversations; and
   - Engineering the environment.

(c) Behavior management and positive behavior supports for students with Autism Spectrum Disorders;

1. Demonstrate understanding of person centered planning.
2. Design strategies for developing comprehensive behavioral intervention plans.
   - Prevention of behaviors;
   - Replacement behaviors;
   - Changing responses; and
   - Lifestyle interventions based on data from functional behavior assessment.
3. Demonstrate understanding of core deficits (communication and social) to behavior.
   - Social stories;
   - Functional communication;
   - Common misconceptions of behavior; and
   - Social skills training.
4. Demonstrate understanding of applied behavior analysis principles.
   - Reinforcement;
   - Prompting

- Shaping
- Fading and
- Task analysis.

(d) Assessment and diagnosis of autism; and

1. Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation.
   - Characteristics for determining eligibility;
   - Autism-specific instruments such as the Autism Diagnostic Observational Schedule (ADOS), Autism Diagnostic Interview – Revised (ADI-R); and
   - Recommendations for educational programming/IEP development.
2. Describe strategies for conducting ongoing classroom based assessments as well as data-based decision making and program development.
   - Portfolio assessment;
   - Curriculum-based measurement (CBM) and assessment (CBA);
   - Data interpretation; and
   - Using assessment to determine present levels of performance.

(e) Field-based experience with students with Autism Spectrum Disorders

APPENDIX B

Component Number:	**4-102-003**
Component Title:	**Nature and Needs, Assessment and Diagnosis of Students with Autism Spectrum Disorders (ASD)**
Max # of Points:	60
Target Group:	Instructional Personnel
Focus:	Exceptional Student Education – ASD
Primary Purpose:	A – Add-on Endorsement
Primary Follow-Up Method:	M – Structured Coaching/Mentoring
Primary Delivery Method:	A – Workshop
Primary Evaluation Method:	F – Other performance assessment

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

Specific Objectives: Upon completion of this component participants will be able to:

1. Demonstrate knowledge of the major characteristics of autism and the range of functioning level across all domains.
2. Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with autism.
3. Explain the implications for the impact of autism on the family and interaction of the student with autism and the family.
4. Describe formal and informal strategies for assessment of the following domains: speech-language communication, social-emotional, psychomotor and cognitive areas of development.
5. Describe the decision-making process for determining a communication and/or language system(s).
6. Describe strategies for conducting a functional assessment of adaptive and problem behaviors, including specific relationships between environmental events and the student's behavior.
7. Demonstrate ability to design behavior program that includes ecological, antecedent, and curricular components based on a functional assessment.
8. Describe strategies to promote social interactions and learning in more inclusive environments, including regular education and community.
9. Design strategies for arranging the environment to promote:
    a. opportunities to enhance communicative initiations and interactions;
    b. opportunities for appropriate play and leisure activities;
    c. self-regulation and self-control;
    d. direct instruction; and
    e. an increase in independence in all areas of functioning.

10. Demonstrate knowledge of current research trends, medical and educational issues, and programs in the field of autism.
11. Describe the development of appropriate educational objectives across the range of functioning levels and across the age span (from preschool through adult services).
12. Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation, including:
    a. characteristics for determining eligibility;
    b. autism-specific instruments such as the Autism Diagnostic Observational Schedule (ADOS), Autism Diagnostic Interview-Revised (ADI-R); and
    c. recommendations for educational programming/IEP development.
13. 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; and
    d. using assessment to determine present levels of performance.

Activities:

1. Using the characteristic five areas underlying neurological deficit for students with ASD (Communication, Social interaction, Restricted areas of interest/repetitive behaviors, Sensory and Cognitive/processing), give at least two examples of manifestation of underlying neurological deficit areas of ASD; one for a lower functioning and one for a higher functioning student.
2. Summarize the history of ASD as it relates to identification, prevalence, intervention and special education services.
3. Review and summarize a current article on prevalence of ASD and current theories of etiology.
4. Participate in a group discussion regarding the impact of autism based on having read articles from the perspective of both a person with ASD and a parent/family member of a person with ASD.
5. Compare and contrast standardized and non-standardized and formal and informal assessments across domains by completing a stylized chart.
6. List attributes to be considered when developing language based interventions for both lower and higher functioning students with ASD.
7. Complete a flow chart/template of the FBA/BIP process used in Clay County Schools.
8. Identify and describe intervention strategies based on sample individual student needs identified through the FBA process. Write at least 3 interventions in each of 3 BIP areas.
9. Compare and contrast the elements of the SCERTS program to IEP goals and objectives in a case study.
10. Describe the components of ASPECTS and identify these components in a case study.
11. Compare and contrast three of the following:
    - principles of Applied Behavior Analysis
    - discrete trial training

- incidental teaching
- structured teaching
- pivotal response teaching

12. Identify possible co-morbid mental health diagnoses and describe how these may overlap with features of ASD.
13. Submit a summary paper using the most recent revision of Diagnostic and Statistical Manual (DSM) to identify and differentiate the named disorders related to PDD/ASD.
14. Complete a matrix/chart identifying current medical diagnostic criteria for PDD/ASD according to most recent version of DSM.
15. Complete a matrix/chart to identify current educational eligibility criteria for ASD according to State of Florida Department of Education.
16. Submit an essay comparing and contrasting diagnosis and eligibility.
17. Identify defining constructs, advantages and disadvantages of portfolio assessment.
18. Identify defining constructs, advantages and disadvantages of CBM and CBA.
19. Given a case study, use data collected and assessment information gathered to develop and support IEP present levels.
20. Given a case study:
    a. Write present levels of performance in each of five IEP domain areas.
    b. Develop IEP goals and objectives/benchmarks based on formal and informal assessments of student with ASD.
    c. Identify appropriate accommodations for student.
21. Given two psychological reports for students with ASD; compare and contrast different assessments used.
22. Given scenarios, determine if student meets eligibility for ASD.
23. Given video vignettes, identify possible sensory issues and appropriate strategies for working with these.
24. Report on a therapy promoted to be effective for treating ASD. Identify the research base that supports it.
25. Report on a methodology promoted to be effective for treating ASD. Identify the research base that supports it.
26. Model or instruct a small group activity to address a specific social skill deficit.

Delivery Method: This inservice will be conducted primarily through online learning with some face to face training. The workshop leader will use appropriate activities and strategies to meet the identified specific objectives of the component. Strategies and activities may include, but are not limited to, lecture, large and small group activities, discussion, role-playing, hands-on practice, technology, simulations, field trips, cooperative learning, distance or online learning, action research, observations, demonstration teaching, etc.

Successful Completion: Participants must demonstrate increased competence on at least 80% of the objectives as verified by a valid measure of gain. Valid measures of gain may include, but are not limited to, pre/post tests, quizzes, development of a portfolio or product, development of an action plan or lesson plans using the new skills and strategies, observation of the new skills and strategies, implementation and reflection on the new skills, etc.

Evaluation Design:

Participant Evaluation – The workshop leader will evaluate each participant, through a valid measure of gain, to determine the participant's successful completion on at least 80% of the objectives. Participants will complete the standard workshop evaluation form to evaluate the effectiveness of the training activity.

Activity Evaluation – The workshop leader will complete the standard workshop leader's evaluation form to evaluate the effectiveness of the training.

Follow-up: Follow-up methods may include, but are not limited to, (1) structured coaching or mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration), (2) action research related to the training (should include evidence of implementation), (3) collaborative planning related to the training, (4) participant product related to the training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work), (4) study group participation, (5) electronic (interactive), or (6) electronic (non-interactive).

Component Number:	**2-100-009**
Component Title:	**Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders (ASD)**
Max # of Points:	60
Target Group:	Instructional Personnel
Focus:	Exceptional Student Education – ASD
Primary Purpose:	A – Add-on Endorsement
Primary Follow-Up Method:	M – Structured Coaching/Mentoring
Primary Delivery Method:	A – Workshop
Primary Evaluation Method:	F – Other performance assessment

General Objective: Participants will gain an understanding of positive behavior supports for students with Autism Spectrum Disorders and how to apply this information when teaching, monitoring and maintaining new skills.

Specific Objectives:

Upon completion of this component, participants will be able to:

1. Demonstrate an understanding of the effects of autism on language, communication and social development and behavior.
2. List and describe the core triad of characteristics of ASD.
3. Describe communication and language characteristics that are commonly observed in individuals with autism spectrum disorders.
4. Discuss social skills that are often delayed or lacking in children and adolescents with ASD.
5. Discuss repetitive behaviors/restricted interests frequently observed in individuals with ASD and their potential impact on daily routines.
6. Describe how differences in sensory responses in individuals with ASD can effect learning, social interactions and behavior.
7. Demonstrate an understanding of research based interventions used to address the social, communication and behavioral needs of students with autism spectrum disorders.
8. Demonstrate an understanding of the principles of applied behavior analysis.
9. Define and explain positive reinforcement and methods for use in the school setting.
10. Describe methods for identifying reinforcers.
11. Define and explain negative reinforcement and methods for use in the school setting.
12. Describe methods used to decrease behaviors: overcorrection, time out, response cost and extinction.
13. Discuss schedules of reinforcement.
14. Describe reinforcement procedures including differential reinforcement of other, alternative and incompatible behaviors.
15. Describe self-monitoring systems.
16. Explain the use of a token economy system. Develop a classroom token economy system that incorporates different schedules of reinforcement.

17. Discuss data collection procedures.
18. Discuss how shaping and chaining are used to teach new behaviors.
19. Demonstrate the development and use of a task analysis.
20. Define and discuss prompting and fading strategies.
21. Identify methods to generalize and maintain acquired skills.
22. Demonstrate an understanding of Positive Behavioral Supports
23. Demonstrate an understanding of the Functional Behavioral Assessment Process and the development of a Behavior Intervention Plan.
24. Describe behavioral assessment procedures, including functional analysis, and how they are used to determine the function of a behavior and develop appropriate strategies.
25. Identify and evaluate the different functions of behavior.
26. Demonstrate the ability to identify and define interfering behaviors.
27. Demonstrate the ability to collect and analyze data.
28. Explain the antecedent-behavior-consequence (ABC) model used to understand and manage behavior.
29. Demonstrate the ability to analyze data to identify patterns and functions of behavior.
30. Demonstrate the ability to develop a hypothesis statement based on the analysis of behavioral data.
31. Demonstrate an understanding of the competing behavior model.
32. Define functional equivalency.
33. Demonstrate the ability to identify the goals of intervention.
34. Demonstrate the ability to design intervention strategies that match the function of a competing behavior.
35. Demonstrate an understanding of the purpose and benefits of visual supports.
36. Discuss the need for and development of crisis management plans.
37. Describe behavior plan implementation and methods for monitoring outcomes.
38. Demonstrate an understanding of person centered planning.
39. Gain understanding of state/district regulations pertaining to the use of seclusion time out and restraint.

Activities:

1. Summarize various articles pertaining to the core deficits of ASD.
2. Compare behavioral expectations/responses across settings (school, home, community).
3. Design and demonstrate a strategy/intervention that addresses the communication needs of a student with ASD.
4. Design and demonstrate a strategy/intervention that addresses the behavioral needs (restrictive/repetitive behaviors) of a student with ASD.
5. Design and demonstrate a strategy/intervention that addresses the social needs of a student with ASD (Examples include: social story, social script, social skills lesson, etc).
6. Utilize analysis strategies to select a skill for increase/decrease.
7. Describe shaping procedures and describe the application of backward and forward chaining.

8. Develop a task analysis used to teach a multiple step task. What reinforcement procedures will be used? Include strategies to support skill generalization.
9. Research and review tools for identifying reinforcers.
10. Compare and contrast simple correction vs. overcorrection procedures.
11. Identify the cautions of using extinction in the school environment.
12. Research and explain various observation tools/methods.
13. Summarize various methods used to identify reinforcers.
14. Describe schedules of reinforcement and reinforcement procedures.
15. Compare and contrast two observation methods.
16. Develop a token economy system designed to increase desirable behavior(s).
17. Identify the different functions of behavior from a videotaped sample.
18. Design a visual support system used to teach/reinforce a new skill.
19. Utilize the competing behavior model to identify the function of a behavior and plan functionally equivalent interventions.
20. Demonstrate the ability to analyze a scenario and identify the antecedent, behavior(s) and consequences.
21. Demonstrate the ability to analyze a scenario(s) and develop a hypothesis statement regarding the function of the behavior(s).
22. Develop and demonstrate the components of person centered planning.
23. Outline or script the key features of a comprehensive behavior intervention plan.
24. Summarize article pertaining to various methods used to decrease undesirable behaviors.
25. Review and summarize district procedures for behavioral intervention and support.

Delivery Method: This inservice will be conducted primarily through online learning with some face to face training. The inservice leader will use appropriate activities and strategies to meet the identified specific objectives of the component. Strategies and activities may include, but are not limited to, lecture, large and small group activities, discussion, role-playing, hands-on practice, technology, simulations, field trips, cooperative learning, distance or online learning, action research, observations, demonstration teaching, etc.

Successful Completion: Participants must demonstrate increased competence on at least 80% of the objectives as verified by a valid measure of gain. Valid measures of gain may include, but are not limited to, pre/post tests, quizzes, development of a portfolio or product, development of an action plan or lesson plans using the new skills and strategies, observation of the new skills and strategies, implementation and reflection on the new skills, etc.

Evaluation Design:

Participant Evaluation – The workshop leader will evaluate each participant, through a valid measure of gain, to determine the participant's successful completion on at least 80% of the objectives. Participants will complete the standard workshop evaluation form to evaluate the effectiveness of the training activity.

Activity Evaluation – The workshop leader will complete the standard workshop leader's evaluation form to evaluate the effectiveness of the training.
Follow-up: Follow-up methods may include, but are not limited to, (1) structured coaching or mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration), (2) action research related to the training (should include evidence of implementation), (3) collaborative planning related to the training, (4) participant product related to the training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work), (4) study group participation, (5) electronic (interactive), or (6) electronic (non-interactive).

Component Number:	**3-100-001**
Component Title:	**Assistive/Instructional Technology and Alternative/Augmentative Communication Systems for Students with Autism Spectrum Disorders (ASD)**
Max # of Points:	60
Target Group:	Instructional Personnel
Focus:	Exceptional Student Education – ASD
Primary Purpose:	A – Add-on Endorsement
Primary Follow-Up Method:	M – Structured Coaching/Mentoring
Primary Delivery Method:	A – Workshop
Primary Evaluation Method:	F – Other performance assessment

General Objective: Participants will be able to describe and analyze communication needs, design strategies to facilitate intervention, and demonstrate an understanding of various communication interventions for students with autism spectrum disorders.

Specific Objectives:

Upon completion of this component, participants will be able to:

1. Demonstrate understanding of communication characteristics and differences of students with autism spectrum disorder.
2. Identify and describe communication characteristics of students with autism spectrum disorders including: limited communication, limited joint attention, and unconventional forms of communication.
3. Identify communication development differences for students with autism utilizing a developmental checklist.
4. Analyze and describe students' functions of communication.
5. Understand how communication skills affect a student's self-management and behavior.
6. Understand key aspects of communication and social skill development that may support or impede the formation of long-term, meaningful relationships for children and adolescents with ASD.
7. Participants will demonstrate understanding of different interventions for communication.
8. Describe evidence-based behavioral interventions used to promote communication including, verbal behavior, and discrete trial training.
9. Describe evidence-based naturalistic/developmental interventions used to promote communication including, incidental learning, milieu teaching, and pivotal response training.
10. Describe metacognitive strategies such as social stories, comic strip conversations, video modeling, and contingency maps.
11. Describe a process to increase communication opportunities within specific school-based activities.

12. Describe how to engineer the classroom/school environment to promote communication.
13. Identify the differences between communication systems and choice systems.
14. Describe a variety of visual supports to enhance compliance/behavior and transitions
15. Participants will design strategies for alternative/augmentative methods of communication.
16. Examine different alternative/augmentative communication (AAC) systems used with students with autism spectrum disorders:
    a. Picture communication systems, including PECS
    b. Manual communication boards
    c. Voice output communication devices
17. Describe the symbol representation levels available for communication systems: objects, photographs, line drawings, symbols systems, and traditional orthography (words).
18. Identify a range of communication technology from single message to dynamic display devices.
19. Describe how to individualize a communication system for an individual student.
    a. Identify vocabulary the student would need in specific environments.
    b. Identify opportunities where the student would need to communicate.
20. Identify assistive/instructional technology to support literacy development in students with autism spectrum disorders.
21. Identify features of software programs that enhance a student's literacy learning at various levels, including graphic symbols, speech feedback, and word prediction.
22. Describe the use of technology to support the completion of activities of daily living.
23. Describe the use of technology to support the development of organizational strategies.
24. Identify technology supports to facilitate the writing process for students with autism spectrum disorder.

Activities:

1. Identify communication characteristics from a video tape sample.
2. Complete a SCERTS® checklist for joint attention or symbol use from a videotape sample.
3. Identify the different functions of communication from a videotape sample.
4. Given a case study, be able to explain how the student's deficits in communication resulted in the described behavior.
5. Research various pragmatic skill inventories.
6. Outline or script a DiscreteTrial teaching session for a specific communication target.
7. Compare and contrast Incidental Learning vs. Pivotal Response Training.
8. Create a contingency map; or, write a social story on the topic of your choice.
9. Create a set of activity based objectives to demonstrate how to increase communication opportunities; how to engineer the environment to increase communication opportunities.
10. Describe a classroom activity and detail the supporting communication and choice systems that would be appropriate.

11. Create examples of visual supports for behavior; and/or transitions.
12. Compare and contrast the use of the PEC system with either a manual communication board or a VOCA.
13. Describe how a student at each of the following symbol representation levels would participate in a target activity: objects, photographs, line drawings, symbols systems, and traditional orthography (words).
14. After programming a variety of AAC devices in class, write an essay describing your thoughts about one of them.
15. Develop a lesson plan that integrates a communication system within a specific activity to target a specific communication goal.
16. Compare and contrast at least 3 different software programs (WOL, COW, and WWS).
17. Given a case study, design a task strip, organizer or other aid for activities of daily living based upon student needs and abilities.
18. Create a hierarchy of technology supports to facilitate the writing process for a student with ASD.

Delivery Method: This inservice will be conducted primarily through online learning with some face to face training. The inservice leader will use appropriate activities and strategies to meet the identified specific objectives of the component. Strategies and activities may include, but are not limited to, lecture, large and small group activities, discussion, role-playing, hands-on practice, technology, simulations, field trips, cooperative learning, distance or online learning, action research, observations, demonstration teaching, etc.

Successful Completion: Participants must demonstrate increased competence on at least 80% of the objectives as verified by a valid measure of gain. Valid measures of gain may include, but are not limited to, pre/post tests, quizzes, development of a portfolio or product, development of an action plan or lesson plans using the new skills and strategies, observation of the new skills and strategies, implementation and reflection on the new skills, etc.

Evaluation Design:

Participant Evaluation – The workshop leader will evaluate each participant, through a valid measure of gain, to determine the participant's successful completion on at least 80% of the objectives. Participants will complete the standard workshop evaluation form to evaluate the effectiveness of the training activity.

Activity Evaluation – The workshop leader will complete the standard workshop leader's evaluation form to evaluate the effectiveness of the training.

Follow-up: Follow-up methods may include, but are not limited to, (1) structured coaching or mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration), (2) action research related to the training (should include evidence of implementation), (3) collaborative planning related to the training, (4)

participant product related to the training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work), (4) study group participation, (5) electronic (interactive), or (6) electronic (non-interactive).

Component Number:	**4-102-004**
Component Title:	**Field Experience for Nature and Needs, Assessment & Diagnosis of Students with Autism Spectrum Disorders (ASD)**
Max # of Points:	20
Target Group:	Instructional Personnel
Focus:	Exceptional Student Education – ASD
Primary Purpose:	A – Add-on Endorsement
Primary Follow-Up Method:	M – Structured Coaching/Mentoring
Primary Delivery Method:	A – Workshop
Primary Evaluation Method:	F – Other performance assessment

General Objective: Participants will actively demonstrate the ability to analyze and synthesize key programming elements for students with ASD, and apply these principles in the natural environment to meet individual student needs.

Specific Objectives:

Upon completion of this component, participants will be able to:

1. Design and implement instructional strategies/activities to promote school success for students with ASD
2. Use individual assessment data to guide intervention, monitor progress, and contribute to IEP development.
3. Investigate options for improving the educational programming for a student with ASD in collaboration with a mentor.
4. Use the characteristics of autism to provide reasonable explanations for challenging behavior.

Activities:

1. Create a sample instructional task incorporating the principles of structured teaching. Implement the task with a student, and provide a written evaluation of the task's effectiveness. (2 hours)
2. Using an existing, completed ASD assessment (i.e. GARS, CARS, GADS, ADOS) write a one page narrative summarizing the characteristics demonstrated by the target student likely to impact classroom/campus behaviors. Observe the student. Write a 1 page summary of effective strategies in place to minimize the effects of autism and suggest 5 additional interventions. (2 hours)
3. Observe a student with ASD, and then develop a portfolio of suggested interventions in the following categories:
    a. Writing, including mechanics, organization, and planning;
    b. Social stories, including a social autopsy, and a skill deficit inventory;

    c. Behavior, including a system for requesting breaks, development of a safe place, and a cool down process/location; and
    d. Visual Supports.(6 hours)
4. Using an observational tool designed to assess environment and key programming factors for students with ASD, develop recommendations for further improvement. (4 hours)
5. Collect, report, and compare individual data on a student over at least one marking period. Use this information to write updated present levels, and suggest new/updated draft IEP goals and objectives. (4 hours)
6. Observe a student with ASD for whom challenging behavior is a concern. Using each of the 5 neurological deficit areas of autism, provide a reasonable hypothesis and related intervention to address the challenging behavior. (2 hours)

Delivery Method: This inservice will be conducted primarily through mentored activities and a portfolio collection. The workshop leader will use appropriate activities and strategies to meet the identified specific objectives of the component. Strategies and activities may include, but are not limited to large and small group activities, discussion, role-playing, hands-on practice, technology demonstrations, simulations, distance or online learning, action research, observations, demonstration teaching, etc.

Successful Completion: Participants must demonstrate increased competence on at least 80% of the objectives as verified by a valid measure of gain. Valid measures of gain may include, but are not limited to, pre/post tests, quizzes, development of a portfolio or product, development of an action plan or lesson plans using the new skills and strategies, observation of the new skills and strategies, implementation and reflection on the new skills, etc.

Evaluation Design:

Participant Evaluation – The workshop leader will evaluate each participant, through a valid measure of gain, to determine the participant's successful completion on at least 80% of the objectives. Participants will complete the standard workshop evaluation form to evaluate the effectiveness of the training activity.

Activity Evaluation – The workshop leader will complete the standard workshop leader's evaluation form to evaluate the effectiveness of the training.

Follow-up: Follow-up methods may include, but are not limited to, (1) structured coaching or mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration), (2) action research related to the training (should include evidence of implementation), (3) collaborative planning related to the training, (4) participant product related to the training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work), (4) study group participation, (5) electronic (interactive), or (6) electronic (non-interactive).

Component Number:	**2-100-010**
Component Title:	**Field Experience for Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders (ASD)**
Max # of Points:	**20**
Target Group:	Instructional Personnel
Focus:	Exceptional Student Education – ASD
Primary Purpose:	A – Add-on Endorsement
Primary Follow-Up Method:	M – Structured Coaching/Mentoring
Primary Delivery Method:	A – Workshop
Primary Evaluation Method:	F – Other performance assessment

General Objective: Participants will develop a comprehensive, individualized behavior intervention plan that includes proactive, educative and functional strategies. A description of plan implementation and monitoring should be addressed.

Specific Objectives:

Upon completion of this component, participants will be able to:

1. Demonstrate an understanding of the effects of autism on language, communication and social development and behavior.
2. Observe a target student, identify behavioral excesses and deficits.
3. Categorize the above behaviors according to the core deficits of autism.
4. Develop meaningful interventions to result in appropriate replacement behaviors.
5. Develop an appropriate monitoring tool to be able to systematically monitor progress.
6. Demonstrate an understanding of the principles of applied behavior analysis.
7. Select one of the following: positive reinforcement system, methods to decrease behavior, or shaping a new behavior, and outline the required components of the principle.
8. Selecting a student, and using the selected ABA principle, design, implement and describe monitoring appropriate intervention strategies.
9. Demonstrate an understanding of Positive Behavioral Supports
10. Using a target student, utilize the functional behavioral assessment process, to develop a behavior intervention plan.

Activities:

1. Based on a classroom observation, develop a written report that includes a hypothesis statement, the effects behavioral deficits/excesses have on learning and a plan to teach replacement behaviors. (2 hours)
2. Write a summary describing each of the following behavioral procedures/methods (task analysis, discrete trial training, pivotal response training, prompting, fading, shaping and chaining, modeling, video instruction, social scripting, incidental

teaching, priming, structured teaching, data collection, generalization and reinforcement). (3 hours)
3. Utilize the functional behavioral assessment process to develop a comprehensive behavior intervention plan for a student with autism. (13 hours)
4. Participate in a behavior intervention plan monitoring team meeting to discuss plan implementation, data collected and needed revisions to the existing plan. (2 hours)

Delivery Method: This inservice will be conducted primarily through mentored activities and a portfolio collection. The workshop leader will use appropriate activities and strategies to meet the identified specific objectives of the component. Strategies and activities may include, but are not limited to large and small group activities, discussion, role-playing, hands-on practice, technology demonstrations, simulations, distance or online learning, action research, observations, demonstration teaching, etc.

Successful Completion: Participants must demonstrate increased competence on at least 80% of the objectives as verified by a valid measure of gain. Valid measures of gain may include, but are not limited to, pre/post tests, quizzes, development of a portfolio or product, development of an action plan or lesson plans using the new skills and strategies, observation of the new skills and strategies, implementation and reflection on the new skills, etc.

Evaluation Design:
Participant Evaluation – The workshop leader will evaluate each participant, through a valid measure of gain, to determine the participant's successful completion on at least 80% of the objectives. Participants will complete the standard workshop evaluation form to evaluate the effectiveness of the training activity.

Activity Evaluation – The workshop leader will complete the standard workshop leader's evaluation form to evaluate the effectiveness of the training.

Follow-up: Follow-up methods may include, but are not limited to, (1) structured coaching or mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration), (2) action research related to the training (should include evidence of implementation), (3) collaborative planning related to the training, (4) participant product related to the training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work), (4) study group participation, (5) electronic (interactive), or (6) electronic (non-interactive).

Component Number:	**3-100-002**
Component Title:	**Field Experience for Assistive/Instructional Technology and Alternative/Augmentative Communication for Students with Autism Spectrum Disorders (ASD)**
Max # of Points:	**20**
Target Group:	Instructional Personnel
Focus:	Exceptional Student Education – ASD
Primary Purpose:	A – Add-on Endorsement
Primary Follow-Up Method:	M – Structured Coaching/Mentoring
Primary Delivery Method:	A – Workshop
Primary Evaluation Method:	F – Other performance assessment

General Objective: Participants will be able to select and design strategies to facilitate communication intervention for students with autism spectrum disorders and make a plan for implementation.

Specific Objectives:

Upon completion of this component, participants will be able to:

1. Demonstrate understanding of communication characteristics and differences of students with autism spectrum disorder.
2. Observe and describe communication characteristics of students with autism spectrum disorders including: limited communication, limited joint attention, and unconventional forms of communication.
3. Complete a developmental checklist concerning communication development differences for students with autism.
4. Complete a checklist concerning key aspects of communication and social skill development that support or impede the formation of long-term, meaningful relationships for children and adolescents with ASD.
5. Participants will demonstrate understanding of different interventions for communication.
6. Observe and describe an intervention strategy that results in increased communication opportunities.
7. Create a variety of visual supports to enhance compliance/behavior and transitions, and discuss with a teacher concerning implementation.
8. Participants will design strategies for alternative/augmentative methods of communication.
9. Examine different alternative/augmentative communication (AAC) systems used with students with autism spectrum disorders.
    a. Picture communication systems, including PECS
    b. Manual communication boards
    c. Voice output communication devices

10. Compare and contrast the symbol representation levels available for communication systems: objects, photographs, line drawings, symbols systems, and traditional orthography (words).
11. Program a variety of communication technology from single message to dynamic display devices.
12. Individualize a communication system for a student.
    a. Identify vocabulary the student would need in specific environments.
    b. Identify opportunities where the student would need to communicate.
13. Identify assistive/instructional technology to support literacy development in students with autism spectrum disorders.
14. Compare and contrast features of software programs that enhance a student's literacy learning at various levels, including graphic symbols, speech feedback, and word prediction.
15. Describe the use of technology to support the completion of activities of daily living.
16. Describe the use of technology to support the development of organizational strategies.
17. Identify technology supports to facilitate the writing process for students with autism spectrum disorder.

Activities:

1. Observe a student and complete the SCERTS checklists for Joint Attention and Symbol Use. (4 hours)
2. Observe a student using the Pragmatic skill inventory and determine goals/objectives to help improve peer relationships. (4 hours)
3. Observe a student with ASD, select an intervention strategy, and describe how you would implement that strategy to result in increased communication opportunities in that setting. (4 hours)
4. Observe a Special Area class, then develop visual supports to facilitate communication and comprehension, and meet with Special Area teacher(s) to discuss implementation.(4 hours)
5. Observe a student requiring augmentative communication support, select an activity, determine communication opportunities for that activity, and then develop appropriate communication supports for that student. (4 hours)
6. Review a videotape sample of a student with ASD, determine the communication opportunities, restructure the activity to increase the communication opportunities, and then describe the communication supports necessary for the student to be successful. (4 hours)
7. Observe a student with ASD; develop a plan to implement one of the technology supports for literacy reviewed in the course. (4 hours)
8. Given a case study, develop and then describe the use of technology to support the completion of activities of daily living OR the development of organizational strategies. (4 hours)

Delivery Method: This inservice will be conducted primarily through mentored activities and a portfolio collection. The workshop leader will use appropriate activities and

strategies to meet the identified specific objectives of the component. Strategies and activities may include, but are not limited to large and small group activities, discussion, role-playing, hands-on practice, technology demonstrations, simulations, distance or online learning, action research, observations, demonstration teaching, etc.

Successful Completion: Participants must demonstrate increased competence on at least 80% of the objectives as verified by a valid measure of gain. Valid measures of gain may include, but are not limited to, pre/post tests, quizzes, development of a portfolio or product, development of an action plan or lesson plans using the new skills and strategies, observation of the new skills and strategies, implementation and reflection on the new skills, etc.

Evaluation Design:

Participant Evaluation – The workshop leader will evaluate each participant, through a valid measure of gain, to determine the participant's successful completion on at least 80% of the objectives. Participants will complete the standard workshop evaluation form to evaluate the effectiveness of the training activity.

Activity Evaluation – The workshop leader will complete the standard workshop leader's evaluation form to evaluate the effectiveness of the training.

Follow-up: Follow-up methods may include, but are not limited to, (1) structured coaching or mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration), (2) action research related to the training (should include evidence of implementation), (3) collaborative planning related to the training, (4) participant product related to the training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work), (4) study group participation, (5) electronic (interactive), or (6) electronic (non-interactive).