

The School District of
Santa Rosa County

Add On Endorsement for
Autism Spectrum Disorders

2018-2023

SCHOOL BOARD APPROVAL

The Santa Rosa County School Board has approved the Autism Spectrum Disorder add- on Endorsement Program into the district master in-service plan.

THE SCHOOL DISTRICT OF SANTA ROSA COUNTY

Mr. Tim Wyrosdick, Superintendent

Mrs. Diane Scott, School Board Chair

Table of Contents

Rationale and Purpose	Page 4
Content and Curriculum	Page 5
Instructional Design and Delivery	Page 7
Course Instructions	Page 18
Program Evaluation	Page 19
Management	Page 20
Appendix A (Components)	Page 22

The School District of Santa Rosa County

ADD-ON ENDORSEMENT PROGRAM

K-12

Autism Endorsement

1. PROGRAM TITLE

Add-on Endorsement Program: Autism Endorsement

2. Program Rationale and Purpose

State Board Rule 6A.-4.01796, effective July 1, 2002, instituted the state-wide requirement that beginning July 1, 2011, instructors of students in kindergarten through grade twelve with more than one hundred percent of their students identified as a student with an Autism Spectrum Disorder (ASD) be certified in an exceptional student education area and have an endorsement in autism. This rule, 6A.-4.01796, FAC., Specialization Requirements for Endorsement in Autism - Academic Class, outlines the requirements for the endorsement in autism.

Due to the

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

Santa Rosa County Schools has chosen to initiate the Autism add-on endorsement program.

3. PROGRAM CONTENT/CURRICULUM

COMPETENCIES

The competencies to be addressed in each course are stated as general and specific objectives within the components that are included in the Add-on Endorsement Program for Autism Endorsement. Each component has been developed in accordance with the requirements for the Santa Rosa Master In-service Plan (MIP). Components included for the MIP are: 2-101-026, 2-100-083, 2-100-084, 4-102-002. More specific information about the components can be found in Appendix A. 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 in-service 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.

SPECIALIZATION STUDIES

An overview of rule 6A-4.01796 Specialization Requirements for Endorsement in Autism - Academic Class, reveals the following requirements which will be addressed in this proposal:

1. A bachelor's or higher degree with certification in any exceptional student education area; and
2. Twelve (12) semester hours to include:
 - a. Positive Behavior Supports for Students with Autism
 - b. Communication Needs for Students with Autism
 - c. Nature, Needs and Assessment for Students with Autism
 - d. Diagnosis and Assessment for Students with Autism
 - e. Field-based experience with students with Autism Spectrum Disorders.

Participants will develop classroom techniques for using applied behavior analysis principles and behavioral strategies for students with autism. Investigate data collection, functions of behavior, preventing challenging behaviors, and ethics in applying behavioral techniques. 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.

NATIONALLY RECOGNIZED GUIDELINES

Data on nationally recognized guidelines have been culled from 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; Intervention Development, which addresses planning for appropriate assessment and program planning for individuals with an ASD;
2. Communication, which focuses on one of the primary diagnostic areas of need for ASD;
3. Social Skill, which focuses on one of the primary diagnostic areas of need for ASD;
4. Positive Behavior Support, which focuses on determining messages behind behaviors, and developing positive plans to teach new skills; and
5. Sensory Motor Development, which addresses the needs of some individuals with an ASD to have sensory motor supports.

This add-on endorsement program addresses all six of these competencies within the four courses proposed, and uses instructional strands and specific objectives developed in part by the existing Add-on Endorsement program offered by The School District of Miami-Dade, as well as state-approved programs in the states of Virginia and California. As research continues, and especially upon release of the anticipated National Standards Report, appropriate modifications to coursework herein will be made to ensure students are prepared commensurate with the current body of knowledge. Any program and/or content modifications will be submitted for approval to The Florida Department of Education as required.

INSTRUCTIONAL DESIGN AND DELIVERY

INSTRUCTIONAL STRANDS

Autism Endorsement: Nature, Assessment and Diagnosis	Autism Endorsement: Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders (ASD)	Autism Endorsement: Assistive Instructional Technology and Alternative/ Augmentative Communication Systems	Autism Endorsement: Field-Based Experience with 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 10. Treatment Integrity 11. 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	1. Curriculum and Instruction/ Individualized Educational Services and Supports 2. Inclusion with typical peers 3. Supporting Play/Leisure and Imagination 4. Family Support and Partnerships 5. School and Community Partnerships 6. Professional Literacy and Leadership

INSTRUCTIONAL DELIVERY

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

Given the overall scope and intensity of the program, courses will be scheduled over 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.

Component Number	Master Plan Points	Component Title
2-101-026	60	Autism: Positive Behavior Supports <ul style="list-style-type: none">• Includes field-based experience
2-100-083	60	Communication Needs of Students with Autism <ul style="list-style-type: none">• Includes field-based experience
2-100-084	60	Autism: Nature and Needs <ul style="list-style-type: none">• Includes field-based experience
4-102-002	60	Diagnosis and Assessment of Students with Autism <ul style="list-style-type: none">• Includes field-based experience

All in-service training components have been developed based on the criteria set in the Master In-service Plan.

6A-4.01796 Specialization Requirements for Endorsement in Autism – Academic Class Competencies	Component Number	CEC Autism Spectrum Disorder Standards <i>CEC Advanced Specialty Standards</i>	Method of Demonstration Competency
(a) Behavior management and positive behavior supports for students with Autism Spectrum Disorder; 1. Demonstrate understanding of person centered planning.	2-101-026	DDA.5.S4 DDA.5.S9 DDA.5.S14 DDA.6.K6 <i>SEDAS.3.S3 SEDAS.3.S10 SEDAS.3.S12 SEDAS.3.S14 SEDAS.6.S1</i>	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; and D. Lifestyle interventions based on data from functional behavior	2-101-026	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

assessment.			
3. Demonstrate understanding of core deficits (communication and social) to behavior. A. Social stories; B. Functional communication; C. Common misconceptions of behavior; and D. Social skills training.	2-101-026	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 and E. Task analysis.	2-101-026	DDA.5.S11 <i>SEDAS.3.S11</i> <i>SEDAS 6.S2</i>	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
(b) Use of assistive and instructional technology and natural, alternative, and augmentative communication systems for students with Autism Spectrum Disorder;	2-100-083	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

1. Demonstrate understanding of communication characteristics and deficits of students with autism spectrum disorder. A. Limited communication; B. Limited joint attention; C. Communicative functions; and D. Unconventional forms of communication.			
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; and C. Literacy related supports	2-100-083	DDA.5.S2 SEDAS.6.S3	<p>Successful completion of the following.</p> <ol style="list-style-type: none"> 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.	2-100-083	SEDAS.3.S6 SEDAS.3.S7	<p>Successful completion of the following.</p> <ol style="list-style-type: none"> 1) Application exercises that include a dialogue between facilitator and the educator participant 2) Self-reflection

Naturalistic, to include incidental learning and pivotal response; C. Social interventions, such as social stories and comic strip conversations; and D. Engineering the environment.			3) Case studies analysis 4) Field experience application of course concepts including data collection
c) 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; and 1. Demonstrate knowledge of the major characteristics of autism spectrum disorders and the range of functioning level across all domains.	2-100-084	DDA.1.K2 DDA.1.K4 DDA.1.K7 DDA.1.K8 DDA.1.K9 DDA.6.K5 <i>SEDAS.1.S1</i> <i>SEDAS.1.S2</i> <i>SEDAS.5.S</i>	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	2-100-084	DDA.1.K2	Successful completion of the

understanding of the historical perspective of etiological theories and treatment approaches of individuals with Autism Spectrum Disorders.		DDA.1.K4 DDA.1.K7 DDA.1.K8 DDA.1.K9 DDA.6.K5 <i>SEDAS.1.S1</i> <i>SEDAS.1.S2</i> <i>SEDAS.5.S</i>	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.	2-100-084	DDA.6.K7 DDA.7.K1 <i>SEDAS.1.S7</i> <i>SEDAS.5.S3</i> <i>SEDAS.5.S5</i> <i>SEDAS.6.K1</i> <i>SEDAS.6.K2</i> <i>SEDAS.7.S2</i> <i>SEDAS.7.S3</i> <i>SEDAS.7.S4</i> <i>SEDAS.7.S5</i>	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.	2-100-084	<i>SEDAS.1.K4</i> <i>SEDAS.4.S1</i>	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).	2-100-084	<i>SEDAS.3.K3</i>	<p>Successful completion of the following.</p> <ol style="list-style-type: none"> 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.	2-100-084	DDA.1.K6 DDA.5.S13	<p>Successful completion of the following.</p> <ol style="list-style-type: none"> 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.	2-100-084	DDA.2.S1 DDA.2.S4 <i>SEDAS.1.S8</i> <i>SEDAS.3.K1</i> <i>SEDAS.3.S5</i>	<p>Successful completion of the following.</p> <ol style="list-style-type: none"> 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	2-100-084	DDA.2.S3 DDA.3.S1	Successful completion of the

promote social interactions and learning in more inclusive environments, including regular education and community.		DDA.3.S5 DDA.5.S12 DDA.5.S15 <i>SEDAS.3.S1</i> <i>SEDAS.5.S1</i> <i>SEDAS.6.S4</i> <i>SEDAS.6.S5</i> <i>SEDAS.6.S6</i>	<p>following.</p> <ol style="list-style-type: none"> 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.	2-100-084	DDA.4.K2 DDA.5.S10 <i>SEDAS.3.K2</i> <i>SEDAS.3.K4</i> <i>SEDAS.3.S8</i> <i>SEDAS.3.S9</i> <i>SEDAS.5.S4</i>	<p>Successful completion of the following.</p> <ol style="list-style-type: none"> 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.	2-100-084	DDA.1.K3 DDA.5.K1 DDA.5.K2 DDA.6.K4 <i>SEDAS.1.K5</i> <i>SEDAS.1.S10</i> <i>SEDAS.5.K1</i>	<p>Successful completion of the following.</p> <ol style="list-style-type: none"> 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).	2-100-084	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 <i>SEDAS.1.K6</i> <i>SEDAS.1.S6</i> <i>SEDAS.1.S9</i> <i>SEDAS.2.K1</i> <i>SEDAS.3.S2</i> <i>SEDAS.3.S4</i> <i>SEDAS.3.S13</i> <i>SEDAS.7.S1</i>	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) Assessment and diagnosis of Autism Spectrum Disorder; and 1. Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation. A. Characteristics for determining eligibility; B. Autism-specific instruments such	4-102-002	DDA.4.K1 DDA.4.K3 DDA.6.K1 DDA.4.K4 DDA.5.S1 DDA.6.K1 <i>SEDAS.1.K1</i> <i>SEDAS.1.K2</i>	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

as the Autism Diagnostic Observational Schedule, Second Edition ADOS-2), Autism Diagnostic Interview – Revised (ADI-R); and C. 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. A. Portfolio assessment; B. Curriculum-based measurement (CBM) and assessment (CBA); C. Data interpretation; and D. E. Using assessment to determine present levels of performance.	4-102-002	DDA.4.S1 DDA.5.S3 DDA.5.S16 <i>SEDAS.1.K3</i> <i>SEDAS.1.S4</i> <i>SEDAS.1.S5</i> <i>SEDAS.2.K2</i> <i>SEDAS.2.K2</i>	<p>Successful completion of the following.</p> <ol style="list-style-type: none"> 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

COURSE INSTRUCTORS

Course instructors will be required to 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 school district 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. Santa Rosa County recognizes Beacon or an approved College/University as a recommended provider for classes needed to obtain the Autism Endorsement.

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 in-service points will be maintained by the district and the district Professional Development Office. At the conclusion of each course, each participant successfully mastering the competencies therein will be awarded in-service credit per the Master In-service Plan. Upon successful completion of all four required courses, the district Professional Development Office in conjunction with the ESE Department will provide the participant with credit or in-service points noting that the participant has successfully completed the Add-on Endorsement Program: Autism Spectrum Disorder Endorsement. The teacher will then be eligible to apply for the Florida Educator's Add-on Autism Endorsement.

B. COMPETENCY DEMONSTRATION

Participants complete formative and summative component assignments and the course facilitator provides individualized feedback. Each participant's submissions are electronically archived. Communication between participants and facilitators is archived as well.

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.

C. COMPETENCY VERIFICATION

Any student providing documentation from a Florida public or private university with an approved Autism add-on endorsement program where a letter grade of a "B" or better was achieved will be allowed to substitute such credit for the applicable course. That decision will be made at the local level, in collaboration with the district Teacher Certification Office and the Professional Development Office. A participant receiving approval for such coursework must provide documentation to the district Professional Development Office.

PROGRAM EVALUATION

A. EVALUATION PLAN

The effect of the in-service provided will be evaluated by participants at the conclusion of each course taught. The ESE/Professional Development directors in each district will review the evaluations regarding instructor competence and participant measure of satisfaction regarding skill development. The effectiveness of the program in its attempt to enable participants to acquire competencies will be evaluated using classroom observations and personnel interviews. Continuing programmatic evaluation administered by districts will measure carry-over of training and assessment of future training and support needs of each participant in the acquisition of specialization components.

The management, operation and delivery of the program will be determined efficient and meeting the needs of the districts and participants as evidenced by a cost report and summary of course/program completers at the conclusion of each term. It is anticipated that the program will be cost effective for the district in that highly qualified personnel are employed, appropriate curriculum is provided, and compensatory education has not been required.

B. AN ANNUAL REVIEW

The program will be assessed by participants, instructors, and district Autism Spectrum Disorder 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.

1. Descriptive Data

Formal program evaluation will provide the following data.

- Number of active teachers in courses
- Number of teachers interested in taking courses

2. Client Satisfaction Data

For each course, the participants' feedback in Beacon Educator will be analyzed to determine if the

- content is clearly presented and helpful feedback is provided,
- additional information links are current, and
- curriculum is pertinent to their professional development 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.

MANAGEMENT

A. ADMISSION

Primary responsibility for pursuit of the Autism 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 for teacher compliance.

Autism 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

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

1. Full-time instructional employee of the school district.
2. Hold a valid Florida Educator's Certificate (Temporary or Professional) in any area of exceptional student education;
3. Must have satisfactory performance evaluations; and
4. Meet any additional criteria established by the Superintendent, School Board, or Florida Department of Education.

B. ADVISEMENT

Applicants may access information regarding the Autism Spectrum Disorder Add-on Endorsement and the course schedule through the Santa Rosa District School's website for Professional Development or designee, or through the Human Resources department. Additional information regarding the Autism Add On Endorsement will be provided through the ESE Office from Program Facilitators and District Administration.

C. ATTENDANCE

Attendance is mandatory unless an absence is excused by the instructor for serious or extreme emergency. Excused absence class hours must be satisfied through a schedule approved by the instructor. Participants receive one in-service 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 state accredited institution of higher education with an approved autism endorsement program may be used to satisfy component requirements. College course(s) are converted to in-service points with each semester credit hour equivalent to twenty (20) in-service points. An official college transcript must be requested by the participant and forwarded to the ESE Department. Once the ESE Department verifies the class, the ESE Department will work in conjunction with the Professional Development Office to ensure credit of in-service points if eligible.

In-service credit earned while employed in another district may be applied to the 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 Add-On Certification Program. Participants must request an official In-service Transfer Record be sent from the previous employer to the district's Professional Development Director.

E. CERTIFICATION OF COMPLETION

When participants have demonstrated competency by successfully completing the required Autism Spectrum Disorder 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 Florida Department of Education, Teacher Certification for processing.

APPENDIX A: Components

Autism Endorsement: Positive Behavior Supports

COMPONENT NUMBER: 2-101-026

Function: Faculty Development (2)

Focus Area: Classroom Management for Students with Disabilities (101)

Local Sequence Number(s): 026

POINTS TO BE EARNED: 60 maximum points per certificate

DESCRIPTION:

Participants will learn how to develop classroom techniques for using applied behavior analysis principles and behavioral strategies for students with autism. Data collection, functions of behavior, preventing challenging behaviors, and ethics in applying behavioral techniques will all be addressed in this course. Participants will be expected to document their field experience in 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 tech steps in that skill to the student.

LINK(s) TO PRIORITY INITIATIVES:

Identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☐ Continuous Improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click here to enter text.
- ☐ Mastery of a specific leadership practice: Click here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: Click here to enter text.

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:

Identify any Florida Protocol Standards supported by this component

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.3	<input checked="" type="checkbox"/> 2.1.3	<input checked="" type="checkbox"/> 3.1.2 ; 3.1.3 ; 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.2 ; 1.2.3 ; 1.2.4	<input checked="" type="checkbox"/> 2.2.2 ; 2.2.3 ; 2.2.4	<input checked="" type="checkbox"/> 3.2.2; 3.2.3; 3.2.4; 3.2.9
Implementing	<input checked="" type="checkbox"/> 1.3.1	<input type="checkbox"/> 2.3.1	<input type="checkbox"/> 3.3.1
Evaluating	<input checked="" type="checkbox"/> 1.4.2 ; 1.4.3	<input type="checkbox"/>	<input type="checkbox"/> 3.4.2; 3.4.4
<input type="checkbox"/> Check here if not significantly related to any Protocol Standard			

Note: Identifying the protocol focus and areas of responsibility (educator, school, or district) supports notifications to appropriate parties about monitoring/supporting implementation need for successful completion of learning targets in the component.

IMPACT AREA(S):

Select all that apply.

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

SPECIFIC LEARNER OUTCOMES:

Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

The History of Applied Behavior Analysis:

- 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:

- recognize the effects of reinforcement and punishment of various types on behavior,
- complete **Field Exercise 1** 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 2** by completing an Instructional Control self-assessment.

Teaching Using Behavioral Principles

- 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

- 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 Activity #3** and observe, record, and analyze behavior; and
- enhance knowledge of graph components and of the data graphing process.

Functions of Behavior and Intervention Plans

- 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

- recognize the major types of reinforcement schedules and their benefits,
- recognize the terms of shaping and chaining,
- develop task analysis skills, and

- complete **Field Exercise #4** which includes a task analysis and chaining tasks.

Preventing Challenging Behaviors: PBIS in Action

- 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

- 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

- explore the use of behavior contracts, group contingencies and token economies for managing student behavior.

Ethics and ABA in the Classroom

- 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,
 - teacher accountability

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive- this component includes facilitation supporting development/application on the job

I: Job Embedded: Workshop- this component is focused on modeling and supporting new/improved practices being successfully demonstrated on the job

- **WHAT** will occur during this professional development component delivery:
Participants will engage in study of Positive Behavior Support processes by attending at least 80% of the scheduled training sessions, participate in job-embedded activities to deepen knowledge, engage in modeling and practice activities, engage in self and peer reflection regarding practice of new knowledge/skills, and determine impact to teacher and student performance as a result of engaging in this learning structure.

- **HOW** will the experiences be provided to participants during this delivery:

This training will be provided primarily in an online environment to provide teachers flexibility in their courses. District facilitated workshops may also be offered.

- **KEY ISSUES** to be included in participant implementation agreements (should support the specific learner outcomes identified above):

Regular participation in the coursework, commitment to engage in the learning activities identified by the syllabus, commitment to collect data regarding changes in teaching performance and student performance as a result of applying new learning.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant Product related to training or learning process

T: Evaluation of Practice Indicators

Participant product related to training or learning process will provide evidence of the level to which participants have brought their new knowledge back to the classroom and have used it with their students. Participants should continuously incorporate their new knowledge into all aspects of their school day. In addition, school administrators will routinely monitor the participant's use of the new knowledge while conducting classroom walk-throughs or formal evaluations. Administrators and district staff will provide support and resources needed as identified by the implementation documentation.

IMPACT EVALUATION PROCEDURES:

Staff (Select most appropriate)

A: Changes in instructional of learning environment practices

F: Changes in observed educator proficiency in implementing targeted state standards or initiatives

Student (Select most appropriate)

A: Results of state or district-developed/standardized student growth measure(s)

B: Results of school/teacher-constructed student growth measure(s) that track student progress

C: Portfolios of student work

D: Observation of student performance

F: Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth

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

Participants will use multiple measures to determine changes in professional practice and student performance as a result of participating in this training. These measures will include documentation of changes in instructional practices related to the skills learned in this training and changes in student performance.

Results from the following may be used as evidence:

- ✓ school/teacher-constructed student growth measures
- ✓ state or district-developed/standardized student growth measure(s)
- ✓ observation of student performance
- ✓ review of portfolios of student work
- ✓ other performance assessment(s) that show impact on students learning objectives and behavior growth

- **Who will use the evaluation data gathered?**

The impact data will be reviewed by the school administrator and members of the district ESE department who supported this training.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

- What other forms of evaluation data will be gathered:
 - a. What evaluation data addresses value of the PD design?
 - b. What evaluation data addresses quality of implementation the P D?
 - c. Who will use these aspects of PD evaluation data?

In addition to routine examination of information regarding changes to teacher practices and student performance throughout the training, participants will also complete field experience to determine the degree to which the training is impacting their mastery of the focus area goals and objectives. These field experiences will be evaluated by district or school-based administrators to show the impact this training has had on the participant and their students. The information from the impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine need for revision of content/process, or to align changes in teacher performance to student achievement.

Date approved: Click here to enter text.

Department: ESE Department

Name(s) of Component Author(s):, Tiffanie Coleman

Revision Date: N/A

CEC Standards:

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

<p>(a) Behavior management and positive behavior supports for students with Autism Spectrum Disorder;</p> <p>1. Demonstrate understanding of person centered planning.</p>		<p>DDA.5.S4 DDA.5.S9 DDA.5.S14 DDA.6.K6</p> <p><i>SEDAS.3.S3</i> <i>SEDAS.3.S10 SEDAS.3.S12</i></p> <p><i>SEDAS.3.S14</i> <i>SEDAS.6.S1</i></p>
<p>2. Design strategies for developing comprehensive behavioral intervention plans. A. Prevention of behaviors; B. Replacement behaviors; C. Changing responses; and D.</p>		<p>DDA.4.S3 DDA.5.S5</p>

Lifestyle interventions based on data from functional behavior assessment.		
3. Demonstrate understanding of core deficits (communication and social) to behavior. A. Social stories; B. Functional communication; C. Common misconceptions of behavior; and D. Social skills training.		DDA.3.S2 DDA.6.K5
4. Demonstrate understanding of applied behavior analysis principles. A. Reinforcement; B. Prompting C. Shaping D. Fading and E. Task analysis.		DDA.5.S11 <i>SEDAS.3.S11</i> <i>SEDAS 6.S2</i>

Autism Endorsement: Communication Needs of Students with Autism

COMPONENT NUMBER: 2-100-083

Function: Faculty Development (2)

Focus Area: Instructional Strategies for Students with Disabilities (100)

Local Sequence Number(s): 083

POINTS TO BE EARNED: 60 maximum points per certificate

DESCRIPTION:

Participants will learn how 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.

LINK(s) TO PRIORITY INITIATIVES:

Identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- ☐ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous Improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)

- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click here to enter text.
- ☐ Mastery of a specific leadership practice: Click here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: Click here to enter text.

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:

Identify any Florida Protocol Standards supported by this component

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.3	<input checked="" type="checkbox"/> 2.1.3	<input checked="" type="checkbox"/> 3.1.2 ; 3.1.3 ; 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.2 ; 1.2.3 ; 1.2.4	<input checked="" type="checkbox"/> 2.2.2 ; 2.2.3 ; 2.2.4	<input checked="" type="checkbox"/> 3.2.2; 3.2.3; 3.2.4; 3.2.9
Implementing	<input checked="" type="checkbox"/> 1.3.1	<input type="checkbox"/> 2.3.1	<input type="checkbox"/> 3.3.1
Evaluating	<input checked="" type="checkbox"/> 1.4.2 ; 1.4.3	<input type="checkbox"/>	<input type="checkbox"/> 3.4.2; 3.4.4
<input type="checkbox"/> Check here if not significantly related to any Protocol Standard			

Note: Identifying the protocol focus and areas of responsibility (educator, school, or district) supports notifications to appropriate parties about monitoring/supporting implementation need for successful completion of learning targets in the component.

IMPACT AREA(S):

Select all that apply.

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

SPECIFIC LEARNER OUTCOMES:

Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

1. Demonstrate understanding of communication characteristics and deficits of students with ASD, such as:
 - a. limited communication
 - b. limited joint attention
 - c. communication forms and functions
 - d. unconventional forms of communication
 - e. echolalia
2. Recognize the effects of communication differences
 - a. Identify communication development as normal or atypical using a developmental checklist (field experience)
 - b. Behavior as communication: Explain how communication skills affect a student's self-management and behavior
 - c. 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.

- d. Understand the deficits in adaptive and life skills that accompany ASD
 - e. Understand the rationale for using AAC for students with ASD.
- 3. Discuss alternative methods of communication and learning
 - a. Picture systems such as picture exchange communication system and communication boards, symbol representation hierarchy, and literacy related supports
- 4. Explore additional alternative methods of communication and learning
 - a. Examine different alternative augmentative communication systems used in working with students with ASD
- 5. Utilize more alternative methods of communication and learning
 - a. Explore a variety of visual and object based systems used to promote communication and language development
 - b. 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.
 - c. Design supports and interventions for activities of daily living and organization appropriate to students age and developmental level.
 - d. Demonstrate understanding of the range of no tech and low tech assistive technology (AT) support and the application of those supports in the classroom.
- 6. Employ behavioral interventions for communication
 - a. Behavioral approaches to include verbal behavior and discrete trial training
 - b. Naturalistic to include incidental learning and pivotal response
 - c. Social interventions, pragmatics (include video modeling)
- 7. Arrange the classroom environment for communication development
 - a. Engineering the environment
 - b. Identify opportunities where students can interact in natural situations using natural cues and consequences.
 - c. Understand the use of immediate and consistent feedback to encourage a student's communication attempt.
 - d. Learn strategies for using echolalia to expand a student's skills.
 - e. Identify methods to elicit spontaneous communication attempts.
- 8. Address individual student needs based on assessment
 - a. Identify and describe various communication assessment tools used with students with ASD.
 - b. Name four areas of communication assessment
 - c. Identify activities which facilitate communication interaction in the home and in school (include potential barriers) (field experience)
 - d. Describe procedures used to initiate an AT or AAC referral
 - e. Explain policies and procedures outlined in the technical assistance papers from the FDOE related to AT.
- 9. Applying communication strategies in the classroom
 - a. Develop a classroom plan that integrates the use of alternative/augmentative communication and assistive/instructional technology into the curriculum. (field experience)
 - b. Identify characteristics indicative of success with augmentative communication systems
 - c. Individualize the communication systems to meet the specific needs of students.

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive- this component includes facilitation supporting development/application on the job

I: Job Embedded: Workshop- this component is focused on modeling and supporting new/improved practices being successfully demonstrated on the job

- **WHAT** will occur during this professional development component delivery:
Participants will engage in study of the communication needs of students with Autism by attending at least 80% of the scheduled training sessions, participate in job-embedded activities to deepen knowledge, engage in modeling and practice activities, engage in self and peer reflection regarding practice of new knowledge/skills, and determine impact to teacher and student performance as a result of engaging in this learning structure.
- **HOW** will the experiences be provided to participants during this delivery:
This training will be provided primarily in an online environment to provide teachers flexibility in their courses. District facilitated workshops may also be offered.
- **KEY ISSUES** to be included in participant implementation agreements (should support the specific learner outcomes identified above):
Regular participation in the coursework, commitment to engage in the learning activities identified by the syllabus, commitment to collect data regarding changes in teaching performance and student performance as a result of applying new learning.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant Product related to training or learning process

T: Evaluation of Practice Indicators

Participant product related to training or learning process will provide evidence of the level to which participants have brought their new knowledge back to the classroom and have used it with their students. Participants should continuously incorporate their new knowledge into all aspects of their school day. In addition, school administrators will routinely monitor the participant's use of the new knowledge while conducting classroom walk-throughs or formal evaluations. Administrators and district staff will provide support and resources needed as identified by the implementation documentation.

IMPACT EVALUATION PROCEDURES:

Staff (Select most appropriate)

A: Changes in instructional of learning environment practices

F: Changes in observed educator proficiency in implementing targeted state standards or initiatives

Student (Select most appropriate)

A: Results of state or district-developed/standardized student growth measure(s)

B: Results of school/teacher-constructed student growth measure(s) that track student progress

C: Portfolios of student work

D: Observation of student performance

F: Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth

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

Participants will use multiple measures to determine changes in professional practice and student performance as a result of participating in this training. These measures will include documentation of changes in instructional practices related to the skills learned in this training and changes in student performance.

Results from the following may be used as evidence:

- ✓ school/teacher-constructed student growth measures

- ✓ state or district-developed/standardized student growth measure(s)
- ✓ observation of student performance
- ✓ review of portfolios of student work
- ✓ other performance assessment(s) that show impact on students learning objectives and behavior growth

• **Who will use the evaluation data gathered?**

The impact data will be reviewed by the school administrator and members of the district ESE department who supported this training.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

- What other forms of evaluation data will be gathered:
 - d. What evaluation data addresses value of the PD design?
 - e. What evaluation data addresses quality of implementation the P D?
 - f. Who will use these aspects of PD evaluation data?

In addition to routine examination of information regarding changes to teacher practices and student performance throughout the training, participants will also complete field experience to determine the degree to which the training is impacting their mastery of the focus area goals and objectives. These field experiences will be evaluated by district or school-based administrators to show the impact this training has had on the participant and their students. The information from the impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine need for revision of content/process, or to align changes in teacher performance to student achievement.

Date approved: Click here to enter text.

Department: ESE Department

Name(s) of Component Author(s): Tiffanie Coleman, Marianne Robey

Revision Date: N/A

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

<p>(b) Use of assistive and instructional technology and natural, alternative, and augmentative communication systems for students with Autism Spectrum Disorder;</p> <p>1.Demonstrate understanding of communication characteristics and deficits of students with autism spectrum disorder. A. Limited communication; B. Limited joint attention; C. Communicative functions; and D. Unconventional forms of</p>		<p>DDA.1.K5 DDA.4.S2</p>
---	--	---

communication.		
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; and C. Literacy related supports		DDA.5.S2 <i>SEDAS.6.S3</i>
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; and D. Engineering the environment.		<i>SEDAS.3.S6</i> <i>SEDAS.3.S7</i>

Autism Endorsement: Nature and Needs

COMPONENT NUMBER: 2-100-084

Function: Faculty Development (2)

Focus Area: Instructional Strategies for students with disabilities (100)

Local Sequence Number(s): 084

POINTS TO BE EARNED: 60 maximum points per certificate

DESCRIPTION:

Participants will 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.

LINK(s) TO PRIORITY INITIATIVES:

Identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

☒ Academic content standards for student achievement

- ☒ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☐ Continuous Improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☒ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click here to enter text.
- ☐ Mastery of a specific leadership practice: Click here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: Click here to enter text.

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:

Identify any Florida Protocol Standards supported by this component

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.3	<input checked="" type="checkbox"/> 2.1.3	<input checked="" type="checkbox"/> 3.1.2 ; 3.1.3 ; 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.2 ; 1.2.3 ; 1.2.4	<input checked="" type="checkbox"/> 2.2.2 ; 2.2.3 ; 2.2.4	<input checked="" type="checkbox"/> 3.2.2; 3.2.3; 3.2.4; 3.2.9
Implementing	<input checked="" type="checkbox"/> 1.3.1	<input type="checkbox"/> 2.3.1	<input type="checkbox"/> 3.3.1
Evaluating	<input checked="" type="checkbox"/> 1.4.2 ; 1.4.3	<input type="checkbox"/>	<input type="checkbox"/> 3.4.2; 3.4.4
<input type="checkbox"/> Check here if not significantly related to any Protocol Standard			

Note: Identifying the protocol focus and areas of responsibility (educator, school, or district) supports notifications to appropriate parties about monitoring/supporting implementation need for successful completion of learning targets in the component.

IMPACT AREA(S):

Select all that apply.

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

SPECIFIC LEARNER OUTCOMES:

Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

1. Familiarize themselves with the history of Autism Spectrum Disorders as a disability area.
 - Identify Pervasive Developmental Disorder-Not Otherwise Specified discuss sub-types as a “subthreshold” autism” and DSM-5
 - Develop an awareness of current beliefs as to the etiology and prevalence of ASD.
 - Participants will familiarize themselves with the Triad of the Autism Spectrum Disorder and the impact of the disability.

- Educational eligibility criteria vs. DSM-V criteria
2. Identify the impact of Autism Spectrum Disorders on learning and acquiring new skills.
 - Communication
 - Range of cognitive abilities
 - Social Skill development
 - Inability to control emotional responses
 - Impact of stereotypical/repetitive behaviors
 - 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).
 3. Develop and propose appropriate IEPs and goals and objectives from evaluative information.
 4. Note areas of strength to develop and scaffold learning of communication, social and academic learning.
 - Gather parent and other team members' input.
 - Read and interpret evaluative materials
 - Develop strengths and weaknesses statements
 - Align with state and local standards.
 - Discuss participation in state assessment vs. alternative assessments and criteria for each
 5. Determine classroom design and set up to provide the optimal setting for learning for Individuals with Autism Spectrum Disorders.
 - Furniture arrangement
 - Adult assignments
 - Develop and teach routines
 - Resources for teaching Adaptive Life Skills
 6. Identify strengths and reinforcements to develop Visual Supports for learning academics and skill development. Establishing visual schedules and reinforcement is a critical means of communication needed to support learning in many areas for individuals on the autism spectrum.
 7. Develop a variety of work systems to teach new skills and increase work initiation and work completion for all students.
 8. Introduced to using visual strategies to support behavior regulation.
 9. Familiar with a variety of visual supports that allow students to communicate wants and needs, understand their environment and maintain appropriate behavior.
 10. Develop an understanding of social learning and the impact that this area of concern has on Individuals with Autism Spectrum Disorders. Strategies to support social learning and the generalization of the skills will be explored in detail.
 11. Become familiar with specific accommodations that can be put in place to support academic learning in general education settings. All content areas will be discussed with attention given to supports specific to various learning styles of students with autism.
 12. Synthesize course topics in order to prioritize supports, schedule, and work with teams to ensure learning and academic progress of students with ASD.

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive- this component includes facilitation supporting development/application on the job

I: Job Embedded: Workshop- this component is focused on modeling and supporting new/improved practices being

successfully demonstrated on the job

- **WHAT** will occur during this professional development component delivery:
Participants will engage in study of the nature and needs of students with Autism by attending at least 80% of the scheduled training sessions, participate in job-embedded activities to deepen knowledge, engage in modeling and practice activities, engage in self and peer reflection regarding practice of new knowledge/skills, and determine impact to teacher and student performance as a result of engaging in this learning structure.
- **HOW** will the experiences be provided to participants during this delivery:
This training will be provided primarily in an online environment to provide teachers flexibility in their courses. District facilitated workshops may also be offered.
- **KEY ISSUES** to be included in participant implementation agreements (should support the specific learner outcomes identified above):
Regular participation in the coursework, commitment to engage in the learning activities identified by the syllabus, commitment to collect data regarding changes in teaching performance and student performance as a result of applying new learning.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant Product related to training or learning process

T: Evaluation of Practice Indicators

Participant product related to training or learning process will provide evidence of the level to which participants have brought their new knowledge back to the classroom and have used it with their students. Participants should continuously incorporate their new knowledge into all aspects of their school day. In addition, school administrators will routinely monitor the participant's use of the new knowledge while conducting classroom walk-throughs or formal evaluations. Administrators and district staff will provide support and resources needed as identified by the implementation documentation.

IMPACT EVALUATION PROCEDURES:

Staff (Select most appropriate)

A: Changes in instructional of learning environment practices

F: Changes in observed educator proficiency in implementing targeted state standards or initiatives

G: Changes in observed educator proficiency in practices that occur generally without students present

Student (Select most appropriate)

A: Results of state or district-developed/standardized student growth measure(s)

B: Results of school/teacher-constructed student growth measure(s) that track student progress

C: Portfolios of student work

D: Observation of student performance

F: Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth

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

Participants will use multiple measures to determine changes in professional practice and student performance as a result of participating in this training. These measures will include documentation of changes in instructional practices related to the skills learned in this training and changes in student performance.

Results from the following may be used as evidence:

- ✓ school/teacher-constructed student growth measures
- ✓ state or district-developed/standardized student growth measure(s)
- ✓ observation of student performance
- ✓ review of portfolios of student work
- ✓ other performance assessment(s) that show impact on students learning objectives and behavior growth

• **Who will use the evaluation data gathered?**

The impact data will be reviewed by the school administrator and members of the district ESE department who supported this training.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

- What other forms of evaluation data will be gathered:
 - g. What evaluation data addresses value of the PD design?
 - h. What evaluation data addresses quality of implementation the P D?
 - i. Who will use these aspects of PD evaluation data?

In addition to routine examination of information regarding changes to teacher practices and student performance throughout the training, participants will also complete field experience to determine the degree to which the training is impacting their mastery of the focus area goals and objectives. These field experiences will be evaluated by district or school-based administrators to show the impact this training has had on the participant and their students. The information from the impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine need for revision of content/process, or to align changes in teacher performance to student achievement.

Date approved: Click here to enter text.

Department: ESE Department

Name(s) of Component Author(s): Tiffanie Coleman, Marianne Robey

Revision Date: N/A

CEC Standards:

CEC Autism Spectrum Disorder Standards/CEC Advanced Specialty Standards

(c) Nature of Autism Spectrum Disorder and intervention strategies for		DDA.1.K2 DDA.1.K4 DDA.1.K7
---	--	---

<p>educating students who have Autism spectrum Disorder to include student characteristics, appropriate learning goals, teaching approaches, environmental arrangements; and 1. Demonstrate knowledge of the major characteristics of autism spectrum disorders and the range of functioning level across all domains.</p>	<p>DDA.1.K8 DDA.1.K9</p> <p>DDA.6.K5</p> <p><i>SEDAS.1.S1</i></p> <p><i>SEDAS.1.S2</i> <i>SEDAS.5.S</i></p>
<p>2. Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with Autism Spectrum Disorders.</p>	<p>DDA.1.K1</p> <p>DDA.6.K3</p> <p><i>SEDAS.1.S1</i></p> <p><i>SEDAS.1.S2</i> <i>SEDAS.5.S2</i></p>
<p>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.</p>	<p>DDA.6.K7 DDA.7.K1</p> <p><i>SEDAS.1.S7</i> <i>SEDAS.5.S3</i> <i>SEDAS.5.S5</i> <i>SEDAS.6.K1</i> <i>SEDAS.6.K2</i> <i>SEDAS.7.S2</i> <i>SEDAS.7.S3</i> <i>SEDAS.7.S4</i> <i>SEDAS.7.S5</i></p>
<p>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.</p>	<p><i>SEDAS.1.K4</i></p> <p><i>SEDAS.4.S1</i></p>

5. Describe the decision-making process for determining a communication and/or language system(s).		<i>SEDAS.3.K3</i>
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 <i>SEDAS.1.S8</i> <i>SEDAS.3.K1</i> <i>SEDAS.3.S5</i>
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 <i>SEDAS.3.S1</i> <i>SEDAS.5.S1</i> <i>SEDAS.6.S4</i> <i>SEDAS.6.S5</i> <i>SEDAS.6.S6</i>
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		DDA.4.K2 DDA.5.S10 <i>SEDAS.3.K2</i> <i>SEDAS.3.K4</i> <i>SEDAS.3.S8</i>

the establishment of increasing independence in all areas of functioning.		<i>SEDAS.3.S9</i> <i>SEDAS.5.S4</i>
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 <i>SEDAS.1.K5</i> <i>SEDAS.1.S10</i> <i>SEDAS.5.K1</i>
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 <i>SEDAS.1.K6</i> <i>SEDAS.1.S6</i> <i>SEDAS.1.S9</i> <i>SEDAS.2.K1</i> <i>SEDAS.3.S2</i> <i>SEDAS.3.S4</i> <i>SEDAS.3.S13</i> <i>SEDAS.7.S1</i>

Autism Endorsement: Diagnosis and Assessment of Students with Autism

COMPONENT NUMBER: 4-102-002

Function: Assessment and Data Analysis (4)

Focus Area: Assessment for students with disabilities (102)

Local Sequence Number(s): 002

POINTS TO BE EARNED: 60 maximum points per certificate

DESCRIPTION:

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.

LINK(s) TO PRIORITY INITIATIVES:

Identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- ☐ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☐ Continuous Improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☒ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click here to enter text.
- ☐ Mastery of a specific leadership practice: Click here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: Click here to enter text.

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:

Identify any Florida Protocol Standards supported by this component

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.3	<input checked="" type="checkbox"/> 2.1.3	<input checked="" type="checkbox"/> 3.1.2 ; 3.1.3 ; 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.2 ; 1.2.3 ; 1.2.4	<input checked="" type="checkbox"/> 2.2.2 ; 2.2.3 ; 2.2.4	<input checked="" type="checkbox"/> 3.2.2; 3.2.3; 3.2.4; 3.2.9
Implementing	<input checked="" type="checkbox"/> 1.3.1	<input type="checkbox"/> 2.3.1	<input type="checkbox"/> 3.3.1.
Evaluating	<input checked="" type="checkbox"/> 1.4.2 ; 1.4.3	<input type="checkbox"/>	<input type="checkbox"/> 3.4.2; 3.4.4
<input type="checkbox"/> Check here if not significantly related to any Protocol Standard			

Note: Identifying the protocol focus and areas of responsibility (educator, school, or district) supports notifications to appropriate parties about monitoring/supporting implementation need for successful completion of learning targets in the component.

IMPACT AREA(S):

Select all that apply.

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

SPECIFIC LEARNER OUTCOMES:

Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

1. Understand communication development differences for students with ASD utilizing a developmental checklist.
2. Describe formal and informal strategies for assessment of the following domains: speech-language
 - 6.** communication, social-emotional, psychomotor and cognitive areas of development.
3. Describe strategies for conducting a functional assessment of adaptive and problem behaviors, including
 - 7.** specific relationships between environmental events and the student's behavior.
4. Demonstrate the ability to design a behavior program that includes ecological, antecedent, and curricular
 - 8.** components based on a functional assessment.
5. Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation,
 - 9.** including:
 - a. characteristics for determining eligibility;
 - b. autism-specific instruments, such as the Autism Spectrum Ratings Scale (ASRS),
 - c. Autism Diagnostic Observational Schedule (ADOS), Autism Diagnostic Interview-Revised (ADI-R);
 - d. recommendations for educational programming/IEP or IEP development.
6. Describe strategies for conducting ongoing classroom-based assessments as well as data-based decision
 - 10.** making and program development.
 - a. CBM and CBA;
 - b. data interpretation;
 - c. using assessment to determine present levels of performance and
 - d. integrating and evaluating Assistive Technology as an instructional support
7. Identify diagnostic criteria for Autism Spectrum Disorders per the most recent version of the Diagnostic and
 - 11.** Statistical Manual.
8. Identify eligibility criteria for ASD as defined by the most recent version of the Diagnostic and
 - 12.** Statistical Manual, and the definition/description used by the Florida Department of Education.
9. Compare and contrast the state's eligibility criteria for ASD with the most recent version of the Diagnostic
 - 13.** and Statistical Manual.
10. Assess and identify the learning styles and uneven profiles observed in individuals with ASD.
11. List behaviors that could indicate the presence of a mental health or disability disorder.
12. Understand the challenges that IEP team members have to address when determining an appropriate placement and services needed for students with ASD and emotional comorbidity.
13. Differentiate between standardized and non-standardized assessments.
14. Identify current evaluation instruments used in the diagnosis of autism; for example,
 - Gilliam Autism Rating Scale (GARS),
 - Modified Checklist for Autism in Toddlers (M-CHAT),
 - Autism Diagnostic Observation Schedule (ADOS),
 - Autism Diagnostic Interview-Revised (ADI-R),
 - Communication and Symbolic Behavior Scales (CSBS), AND
 - Childhood Autism Rating Scale (CARS).
15. Analyze the pros and cons of three evaluation instruments used in the diagnosis of ASD.
16. List and describe several assessment instruments currently used by district school psychologists in

determining an intelligence quotient (IQ) for students.

17. Understand the pros and cons of utilizing IQs as a measurement of a student with ASD potential.
18. Describe the use of formal and informal tests utilized by psychologists and teachers to determine academic levels
14. of functioning and inform instructional planning.
19. Demonstrate how to assess a student's strengths and weaknesses using formal and informal assessment
15. data, and develop an individualized program using evidence-based methodologies and promising practices.
20. Demonstrate knowledge of the impact of common medical issues for persons with ASD, such as
 - seizure disorders,
 - chronic otitis media,
 - chronic constipation or diarrhea,
 - eating and sleep issues,
 - use of psychotropic medications, etc.
21. Consider and plan for transitional needs of students
 - prekindergarten to elementary,
 - elementary to middle,
 - middle to high,
 - high to postsecondary activities, such as employment, adult living, recreation, community living, and
 - post-secondary.
22. Identify the criteria utilized by the Individualized Educational Plan (IEP) team to determine appropriate state
16. assessment participation.
23. Use data and ongoing assessments to modify program content and presentation

LEARNING PROCEDURES (Methods):

B: Electronic, Interactive- this component includes facilitation supporting development/application on the job

I: Job Embedded: Workshop- this component is focused on modeling and supporting new/improved practices being successfully demonstrated on the job

- **WHAT** will occur during this professional development component delivery:
Participants will engage in study of the diagnosis and assessment of students with Autism by attending at least 80% of the scheduled training sessions, participate in job-embedded activities to deepen knowledge, engage in modeling and practice activities, engage in self and peer reflection regarding practice of new knowledge/skills, and determine impact to teacher and student performance as a result of engaging in this learning structure.
- **HOW** will the experiences be provided to participants during this delivery:
This training will be provided primarily in an online environment to provide teachers flexibility in their courses. District facilitated workshops may also be offered.
- **KEY ISSUES** to be included in participant implementation agreements (should support the specific learner outcomes identified above):
Regular participation in the coursework, commitment to engage in the learning activities identified by the syllabus, commitment to collect data regarding changes in teaching performance and student performance as a result of applying new learning.

IMPLEMENTATION/MONITORING PROCEDURES:

P: Participant Product related to training or learning process

T: Evaluation of Practice Indicators

Participant product related to training or learning process will provide evidence of the level to which participants have brought their new knowledge back to the classroom and have used it with their students. Participants should continuously incorporate their new knowledge into all aspects of their school day. In addition, school administrators will routinely monitor the participant's use of the new knowledge while conducting classroom walk-throughs or formal evaluations. Administrators and district staff will provide support and resources needed as identified by the implementation documentation.

IMPACT EVALUATION PROCEDURES:

Staff (Select most appropriate)

A: Changes in instructional of learning environment practices

G: Changes in observed educator proficiency in practices that occur generally without students present

Student (Select most appropriate)

F: Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth

G: Did not evaluate student outcome as "evaluation method, staff is significantly more relevant measure of assessing impact

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

Participants will use multiple measures to determine changes in professional practice and student performance as a result of participating in this training. These measures will include documentation of changes in instructional practices related to the skills learned in this training and changes in student performance.

Results from the following may be used as evidence:

- ✓ school/teacher-constructed student growth measures
- ✓ state or district-developed/standardized student growth measure(s)
- ✓ other performance assessment(s) that show impact on students learning objectives and behavior growth

- **Who will use the evaluation data gathered?**

The impact data will be reviewed by the school administrator and members of the district ESE department who supported this training.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

- What other forms of evaluation data will be gathered:
 - j. What evaluation data addresses value of the PD design?
 - k. What evaluation data addresses quality of implementation the P D?
 - l. Who will use these aspects of PD evaluation data?

In addition to routine examination of information regarding changes to teacher practices and student performance

throughout the training, participants will also complete field experience to determine the degree to which the training is impacting their mastery of the focus area goals and objectives. These field experiences will be evaluated by district or school-based administrators to show the impact this training has had on the participant and their students. The information from the impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine need for revision of content/process, or to align changes in teacher performance to student achievement.

Date approved: Click here to enter text.

Department: ESE Department

Name(s) of Component Author(s): Tiffanie Coleman, Marianne Robey

Revision Date: N/A

CEC Standards:

CEC Autism Spectrum Disorder Standards/CEC Advanced Specialty Standards

<p>(d) Assessment and diagnosis of Autism Spectrum Disorder; and</p> <p>1. Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation. A. Characteristics for determining eligibility; B. Autism-specific instruments such as the Autism Diagnostic Observational Schedule, Second Edition ADOS-2), Autism Diagnostic Interview – Revised (ADI-R); and C. Recommendations for educational programming/IEP development.</p>		<p>DDA.4.K1</p> <p>DDA.4.K3 DDA.6.K1</p> <p>DDA.4.K4 DDA.5.S1 DDA.6.K1</p> <p><i>SEDAS.1.K1</i> <i>SEDAS.1.K2</i></p>
<p>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; and D. E. Using assessment to</p>		<p>DDA.4.S1 DDA.5.S3 DDA.5.S16</p> <p><i>SEDAS.1.K3</i> <i>SEDAS.1.S4</i> <i>SEDAS.1.S5</i> <i>SEDAS.2.K2</i></p>

determine present levels of performance.		<i>SEDAS.2.K2</i>
--	--	-------------------

DRAFT