Ventura County SELPA
Autism Certification Program
MANUAL
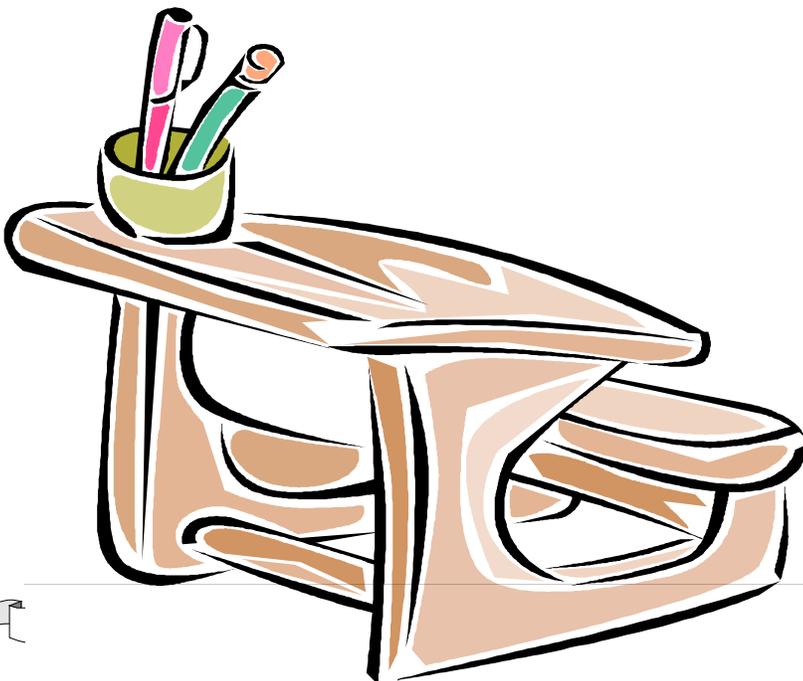# Paraprofessional Level

Revised 2018

Fran Arner-Costello, Original Author/Editor, Ventura County SELPA (Retired)

For Additional Information about this Program Contact:
Regina Reed, Director, Personnel Development
5100 Adolfo Rd., Camarillo
(805) 437-1560
RReed@vcoe.org
www.vcselpa.org

Dear Autism Competency Certification Candidate:

Thank you for your interest in the Ventura County SELPA's Autism Certification Program. The manual is enclosed for you. This manual explains the requirements for completion of each module. At the end of each completed module, you will receive a certificate. When you have gone through the entire certification process, you will receive a certificate showing that you have met all the requirements for the overall program.

After reviewing the manual, if you still are interested in the Autism Competency Certification program, please fill out the attached sheet and return to the SELPA. You will then be considered enrolled in this program.

Effective at the start of the 2016-17 school year, the program will include eight modules. All new applicants will complete 8 modules.

We look forward to working with you in this exciting and challenging endeavor. We appreciate your commitment to improving your skill and knowledge in working with students with autism spectrum disorders.

Sincerely,

The Autism Certification Team

Ventura County SELPA

AUTISM COMPETENCY CERTIFICATION PROGRAM

Fill out and return this form to enroll in the program.

NAME:_____

POSITION:_____

SCHOOL DISTRICT:_____

SCHOOL SITE:_____

SCHOOL ADDRESS:_____

CITY, ZIP:_____

 SCHOOL PHONE:_____

SCHOOL FAX:_____

YOUR E-MAIL ADDRESS:_____

☐ Professional Level   ☐ Paraprofessional Level
☐ Outside Ventura County SELPA ($250.00 fee enclosed)

Please, email: Brush@vcoe.org, fax (805) 437-1599 or mail to:
        Ventura County SELPA
        Autism Certification Program
        5100 Adolfo Rd.
        Camarillo CA 93012
        (805) 437-1560

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INTRODUCTION

In September 1995 a Task Force was convened by the Ventura County SELPA to look at best practices for children with autism. The Task Force consisted of over forty administrators, special education teachers, speech therapists, occupational therapists, parents and others. The Task Force visited many different programs for children with autism all around the country. World-renowned speakers were brought in to Ventura County, and members traveled to other locations to hear various autism related subjects. All information was presented to the Task Force so that the group could make informed recommendations on what was important to Ventura County SELPA.

TASK FORCE PURPOSE:

1.   Articulate and define issues regarding educational service delivery to young children with autism.

2.   Research, compile and study literature and other sources of information.

3.   Develop some possible "common philosophies" for our community regarding considerations about educational services to young children with autism.

4.   Provide leadership for resulting personnel development activities:

     a.   Compilations of resources, articles, literature.

     b.   Sponsor and develop trainings for staff as needed (professionals, paraprofessionals and families).

Several positive changes in the Ventura County SELPA were brought about as a result of the dedicated individuals of the Task Force. One of the results is this Autism Competency Certification Program. It is the belief of the Ventura County SELPA that staff working with students with autism should have an opportunity to attend a wide variety of staff development training events on the various aspects of autism. Additionally, their experiences must be validated and documented. This is one way of addressing the vision of the Task Force for top-quality programs to meet the needs of our children.

There will be two levels of certification in this program, one for professionals and one for paraprofessionals. **This manual will address the paraprofessional level**.

PROCESS

In order to receive the Autism Certificate, the candidate needs to attend workshops, courses, conferences or activities and submit documentation to the Autism Certification Team (ACT). The ACT will meet quarterly to review and verify documentation submitted by candidates. The quarterly dates will be determined on a year-to-year basis and made known to candidates.

This manual will give the candidate more specific information about what is required for each module. If a candidate is unsure whether an activity will suffice, they may call or e-mail the SELPA Director of Personnel Development, Regina Reed rreed@vcoe.org, Or, if they have already attended the event, simply submit the documentation. For each event attended, the candidate must submit a completed Activity Summary Sheet, (see page 22) with additional verification of attendance. Verification should include information about the event (flyer, brochure, handouts, etc.) and evidence of your attendance (receipt, certificate, etc.). If an event was attended in the past, it may be acceptable if there is no actual receipt or certificate. **Events must have been attended within the last five years of submission.** The ACT may accept events attended prior to the past five years if the candidate submits evidence of ongoing implementation. A SELPA sponsored event will indicate module compliance on the flyer.

The ACT will review your documentation. If it is adequate, the ACT will sign off on your Activity Summary Worksheet and send a copy to you. If not, you will receive an explanation. As you complete all of the competencies for each Module, you will receive a Module Certificate. When you have completed the whole program, you will receive the overall Autism Certificate.

We have provided a "My Record" worksheet for you to track your progress (last pages of handbook).

MODULE I

Autism Spectrum Disorders: Foundations

This module is the foundation upon which all other modules are built. The participants will gain a broad understanding of the autism spectrum and its related disorders. All workshops in this module will include the latest research, characteristics of autism, and best educational practices.

Candidates must attend a minimum of 1 day (6 hours) of training.

EXAMPLES OF ACCEPTABLE EXPERIENCES:

➢ "Foundations of Autism" – A one-day workshop offered by Ventura County SELPA, presented by a parent-professional team.

➢ Diagnostic Center Training – A one-day training on autism spectrum disorders offered by the California Diagnostic Center (Part One, Part Two or both).

➢ Autism: "Autism Overview for the Paraprofessional" – A half-day workshop offered by Ventura County SELPA.

➢ Read a book from the attached list (pages 4-10). The requirements for this option are included on that page. *Counts as one half day*. No more than one book will be accepted.

➢ Video – View two videos from attached list (see page 11) Written Summary required. *Counts as one half day.* No more than two videos will be accepted.

➢ Internet Modules Characteristics: (Available at www.autisminternetmodules.org – Attach Post-Assessment to your Activity Summary Sheet). **You must achieve a passing score of 80% or more on post test.**
  - Assessment for Identification – School personnel along with their parent partners struggle when addressing eligibility for special education services under the categorical label of "autism". This module will provide structures for conversations and hopefully provide some guidance to school teams. *Counts as 1 hour of training.*

  - Restrictive Patterns of Behavior, Interests and Activities – Individuals with autism spectrum disorder (ASD) have a need for things to stay the same, as demonstrated by their restricted patterns of behavior, interests, and activities. This module will define this core deficit area; describe and explain intense interests, routines and rituals, and repetitive motor behaviors; and give ways to use these patterns of behavior for positive change in persons with ASD. *Counts as 1.5 hours of training.*

- Sensory Differences – This module will provide an overview of the sensory differences that may be present in an individual with ASD and how they may impact their day-to-day behavior and performance. *Counts as 1 hour of training.*

Approved Book List for Autism Competency Certificate Program

Check your local library or some books may be available at:

Rainbow Connection Family Resource Center
2401 East Gonzales Road, Suite 100
Oxnard, CA 93036
(805) 485-3177

After reading the book, please write a summary of the book, no more than one page. Send the written summary along with your completed Activity Summary sheet.

Applied Literature

1. **A Work in Progress Behavior Management Strategies and Curriculum for Intensive Behavior Treatment of Autism**
   R. Leaf, J. McEachin

2. **Activity Schedules for Children with Autism**
   Lynn E. McClannahann & Patricia J. Krantz

3. **Adolescence on the Autism Spectrum**
   C. Sicile-Kira

4. **Asperger's Syndrome: A Guide for Educators and Parents**
   B. Myler & R. Simpson

5. **Asperger's Syndrome: A Guide for Parents and Professionals**
   Tony Attwood

6. **Asperger Syndrome in Adolescence**
   L. Holliday Willey

7. **Autism and Asperger's Syndrome in Schools**
   L. Wilkinson

8. **Autism Spectrum Disorder – An Essential Guide for the Newly Diagnosed Child**
   N. Wiseman

9. **Autism Spectrum Disorders – Intervention and Treatments for Children and Youth**
   R. Simpson

10. **Born on the Wrong Planet**

Approved Book List for Autism Competency Certificate Program

11. **Breaking Autism's Barriers: A Father's Story**
    Bill Davis, Wendy Goldband Schunick

12. **Emergence – Labeled Autistic**
    Temple Grandin, Ph.D.

13. **Enhancing Communication in Individuals with Autism Through the Use of Pictures and Words**
    Michelle Winner

14. **Finding Your Child's Way on the Autism Spectrum**
    Dr. L. Hendrickson

15. **Focus on Autism and Other Developmental Disabilities – Interventions for Children and Youths with Autism parts I & II**
    L. J. Heflin, & R. L. Simpson

16. **High Functioning Autism and Asperger Syndrome: A Roadmap**
    Linda Andron, et al

17. **Incorporating Social Goals in the Classrooms: A Guide for Teachers and Parent with High Functioning Autism and Asperger Syndrome**
    Rebecca A. Moyes

18. **Keys to Success for Teaching Students with Autism**
    Lori Ernsperger

19. **Parenting a Child with Asperger's Syndrome: A Balancing Act**
    C. Robinson , K. York & L. Bissell

20. **Preschool Education Programs for Children with Autism**
    S. Harris & Handleman (Eds.)

21. **Solving Behavior Problems in Autism**
    Linda A. Hodgdon

22. **Solving Behavior Problems with Visual Strategies – Advocate**
    L. Hodgdon

23. **Steps to Independence**
    B. Baker

24. **The Complete Guide to Asperger's Syndrome**
    Tony Attwood

Approved Book List for Autism Competency Certificate Program

25. The Educators Guide to Teaching Students with Autism Disorders
Josefa Ben-Arieh & Helen J. Miller

26. Ten Things Every Child with Autism Wishes You Knew
E. Notbohan

27. The New Social Story Book
C. Gray

28. The Way I See It
Temple Grandin, Ph.D.

29. Thinking in Pictures
Temple Grandin, Ph.D.

30. Visual Perception Problems in Children with ADHD, Autism and Other Learning Disabilities
L. Kurtz

31. Visual Strategies for Improving Communication
Linda A. Hodgdon

Scientific Literature

1. Asperger Syndrome or High-Functioning Autism?
Schopler, Mesibov, & Kunce

2. Autism Diagnostic Observation Schedule – WPS (ADOS-WPS)
C. Lord, M. Rutter, P.C. DiLavore and S. Rsis

3. Autism Service Delivery – Bridging the Gap Between Science and Practice
F. Digennaro Reed & D. Reed

4. Autism Spectrum Disorders in Adolescents and Adults, Evidence-Based and Promising Interventions
M. Tincani & A. Bondy

Approved Book List for Autism Competency Certificate Program

<u>Scientific Literature (continued)</u>

5. **Communication Problems in Autism**
   Eric Schopler & Gary Mesibov

6. **Educating Children with Autism**
   National Research Council (Editor), et al

7. **Growing Up on the Spectrum**
   L. Kern Koegel & C. LaZebnik

8. **Handbook of Autism and Pervasive Developmental Disorders**
   D. Cohon and F. Volkman

9. **High-Functioning Individuals with Autism**
   Eric Schopler & Gary Mesibov

10. **Learning and Cognition**
    Eric Schopler & Gary Mesibov

11. **Solve Common Teaching Challenges in Children with Autism**
    L. Delmolino

12. **Teaching Children with Autism: Strategies for Initiating Positive Interactions and Improving Learning Opportunities**
    Robert L. Koegel, Ph.D. and Lynn Kern Koegel, Ph.D.

Video/DVD Option

After reviewing two different videos from this list, please write a one-page summary and submit with an "Activity Summary Sheet."

<u>Video/DVD:</u>

Asperger's Syndrome, A Guide for Parents and Professionals; Attwood

Asperger's Syndrome – A Different Mind; Simon Baron-Cohen

Autism Continuum: Special Needs Project (Future Horizons, Inc.); Grandin Dr., Temple

But He Knows His Colors, Special Needs Project (*Child Developmental Media, Inc.*)

How Difficult Can This Be? (F.A.T. City Workshop) (70 minutes); Richard Lavoie

Learning Disabilities and Social Skills; Richard Lavoie

MODULE II

Collaboration: Transdiciplinary Teams; Parent/Professional Collaboration; Interagency Collaboration

As each child with autism is unique, working within a team of parents and professionals for that individual child will be just as unique. This module is to help you gain experience as a team player as you interact with various key people involved with the child.

Candidates MUST acquire two different experiences, totaling 4 hours, which must involve direct interaction with parents of children with autism, up to one hour may be fulfilled by participating in an online module listed below. Submit an Activity Summary Sheet for <u>each</u> event.

EXAMPLES OF ACCEPTABLE EXPERIENCES:

➢ Participate in an IEP for a child with autism. (At least five professionals and the family.)

➢ Attendance at a SELPA-sponsored workshop.

➢ Rainbow Connection Family Resource Center in Oxnard and Simi Valley sponsors many different workshops of interest throughout the year that would apply to this module. Some of the topics in the past have been: Visually Structuring Your Home Environment, Issues in Communication, Full Inclusion, Autismo (Spanish speaking support group), Behavior Issues, and Sibling Issues. Attend one of these workshops. Call Rainbow at (805) 485-9643 or visit their website for additional information http://rainbowconnectionfrc.weebly.com.

➢ Attend an "Autism Services Panel" presentation, sponsored annually by the SELPA and TCRC Oxnard and Simi Valley for new families. Check SELPA website for dates.

➢ Internet Module (Available at http://iris.peabody.vanderbilt.edu/ – Attach your Challenge to your Activity Summary Sheet). **You must achieve a passing score of 80% or more on post test.**
   - Collaborating with Families – Designed to help teachers build positive relationships with families, this module highlights the diversity of families and addresses the factors that school personnel should understand about working with the families of children with disabilities. *Counts as 1 hour of training.*

MODULE III
Instructional Methodology

The purpose of this module is to ensure that implementers have the basic foundations for participating in and supporting a program for learners with autism. The Ventura County SELPA does not promote any particular methodology, but acknowledges the need for staff to be able to apply at least two of the leading research-based methods. Instructional methodology is considered to be the basic approach to teaching learners with autism.

Candidates MUST acquire at least one day of training (6 hours), in two different areas. Submit an Activity Summary Sheet for <u>both</u> events. One of the methods must be in ABA and/or Visual Structure.

EXAMPLES OF ACCEPTABLE EXPERIENCES:

➤ Applied Behavior Analysis approaches- Attach evidence of formal training you have received in this method. Must be at least four hours.

➤ Visually Structured Teaching approach- This includes any method which promotes visual structure including classroom cues and supports, instructional organization around visual strategies, and schedule supports.

➤ Developmental Approach- This includes any method which emphasizes the transactional approach with children, in which the teacher reflects on and responds to cues given by the learner with autism. The teacher presents information to the student at a pace which is appropriate to the student's developmental level. It includes the "Floortime" method promoted by Dr. Stanley Greenspan.

➤ Attendance at a SELPA-sponsored workshop.

➤ Internet Modules (Available at www.autisminternetmodules.org – Attach your Post-Assessment with your Activity Summary Sheet). **You must achieve a passing score of 80% or more on post test.**
   - Antecedent Based Interventions (ABI) – Teachers and other practitioners who work with children and youth with autism spectrum disorders 9ASD) can us antecedent-based interventions to address both interfering and on-task behaviors. ABI is used most often after a functional behavior assessment has been conducted to identify the function of the interfering behavior. *Counts as 2 hours of training.*

   - Discrete trial training or DTT teaches children and youth with ASD to attend to adult instruction or stimuli to learn communication, academic, social and play skills. This module will describe the basic principles of DTT and how it can be

implemented in a variety of settings with learners who display a range of ability levels and needs. *Counts as 3 hours of training.*

- Pivotal Response Training (PRT) is a research-based model with the ultimate goal "to provide individuals with autism with the social and educational proficiency to participate in enriched and meaningful lives in inclusive settings" (Koegel, Koegel, Harrower, & Carter, 1999). This module describes the framework, how it can be implemented, teaching strategies across age levels, and the evidence base for PRT. *Counts as 2.5 hours of training.*

- Prompting – This module will discuss how teachers and other practitioners who work with children and youth with autism spectrum disorders (ASD) can use prompting to teach new skills. There are different sections to this module (a) an overview of prompting, (b) descriptions of who can implement prompting and the types of learners it can be used with, (c) guidelines for implementing prompting, and (d) answers to FAQs regarding prompting. *Counts as 2.5 hours of training.*

- Reinforcement - In this module, three reinforcement procedures will be discussed: (a) positive reinforcement, (b) negative reinforcement, and (c) token economy programs. Steps for implementing each of these procedures is provided as well as information on how reinforcement can be used across the age range from preschool through adolescence. *Counts as 2.5 hours of training.*

- Structured Work Systems and Activity Organization – Environments that provide clear expectations and predictable routines promote increased engagement and on-task behavior for individuals with ASD. Work systems are often part of these environments. This module will define structured work systems and provide specific examples for use. *Counts as 1 hour of training.*

- Task Analysis - Task analysis is the process of breaking a skill into smaller, more manageable steps in order to teach the skill. As the smaller steps are mastered, the learner becomes increasingly independent in his or her ability to perform the larger skill. *Counts as 1 hour of training.*

- Visual Supports – Research has shown that individuals with ASD demonstrate strength in visual learning. Visual supports organize a sequence of events, enhancing the student's ability to understand, anticipate, and participate in those events. This module will define visual supports and provide specific examples of their use. *Counts as 1 hour of training.*

➤ Internet module (Available at http://iris.peabody.vanderbilt.edu/ - Attach your Challenge with your Activity Summary Sheet). **You must achieve a passing score of 80% or more on post-test.**
- Providing Instructional Supports: Facilitating Mastery of New Skills - This module explores the importance of scaffolding and modeling for students as they learn new skills and strategies. *Counts as 1.5 hours of training.*

➢ Internet AFIRM Modules are designed to help you learn the step-by-step process of planning for, using, and monitoring an EBP with learners with ASD from birth to 22 years of age. (Available at http://afirm.fpg.unc.edu/afirm-modules/- Attach your professional development certificate with each module you complete with your Activity Summary Sheet).

- Discrete Trial Training - Discrete trial training can be used to teach a new skill or behavior. *Counts as 2.5 hours of training.*

- Exercise - Exercise (ECE) can be used to improve the physical fitness of learners with ASD. In addition, exercise can be used to increase desired behaviors (time on task, correct responding) and decrease inappropriate behaviors (aggression, self-injury). *Counts as 2 hours of training.*

- Modeling - Modeling is used to visually demonstrate a skill or behavior to a learner. *Counts as 1.5 hours of training.*

- Task Analysis - Task analysis breaks down complex target skills or behaviors into smaller steps. Team members then work with the learner to systematically teach the individual steps. *Counts as 1.5 hours of training.*

MODULE IV
Positive Behavior Support

This module is designed to ensure that the candidate has knowledge of the theory and application of Positive Behavior Support and its pertinence to learners with autism.

The candidate MUST complete a minimum of one-half day (3 hours) of training.

EXAMPLES OF ACCEPTABLE EXPERIENCES:

➢ "Why Won't This Kid Behave?"- Series of half-day seminars offered by Ventura County SELPA.

➢ "Sorting Through Behavior Challenges: Are They Sensory Based?"- A half-day seminar offered by Ventura County SELPA.

➢ Attendance at a SELPA-sponsored workshop.

➢ Internet Modules: (Available at www.autisminternetmodules.org – Attach your Post-Assessment with your Activity Summary Sheet) **You must achieve a passing score of 80% or more on post test.**
   - Antecedent Based Interventions (ABI) – Teachers and other practitioners who work with children and youth with autism spectrum disorders (ASD) can us antecedent-based interventions to address both interfering and on-task behaviors. ABI is used most often after a functional behavior assessment has been conducted to identify the function of the interfering behavior. *Counts as 2 hours of training.*

   - Differential Reinforcement of Other Behaviors (DRO) - This module is important because differential reinforcement is a foundational strategy in many evidence-based practices used with children and youth with autism spectrum disorders to teach them a wide variety of skills. Differential reinforcement strategies are easy to use and provide the necessary feedback and reinforcement that many learners require to build new skills and learn new information. *Counts as 2 hours of training.*

   - Prompting – This module will discuss how teachers and other practitioners who work with children and youth with autism spectrum disorders (ASD) can use prompting to teach new skills. There are different sections to this module (a) an overview of prompting, (b) descriptions of who can implement prompting and the types of learners it can be used with, (c) guidelines for implementing prompting, and (d) answers to FAQs regarding prompting. *Counts as 2.5 hours of training.*

   - Reinforcement - In this module, three reinforcement procedures will be discussed: (a) positive reinforcement, (b) negative reinforcement, and (c) token economy programs.

Steps for implementing each of these procedures is provided as well as information on how reinforcement can be used across the age range from preschool through adolescence. *Counts as 2.5 hours of training.*

- The Incredible 5-Point Scale – Many individuals with autism spectrum disorder struggle with social skills and knowing how their behavior affects others. This module explains <u>The Incredible 5-Point Scale</u> (Dunn-Buron & Curtis, 2003), a visual representation of a social behavior, an emotion, or an abstract idea, and how it can support persons with autism. *Counts as 1 hour of training*

- Transitioning Between Activities – Transitions occur frequently, requiring individuals to stop an activity, move from one location to another, and begin something new. This process is difficult for individuals with ASD. This module will define transition strategies and provide specific examples that can be used as models. *Counts as 1 hour of training*

➢ Internet module (Available at http://iris.peabody.vanderbilt.edu/ - Attach your Challenge with your Activity Summary Sheet. **You must achieve a passing score of 80% or more on post test.**
  - Identifying Reasons for Problem Behavior and Developing a Behavior Plan - This module explores the basic principles of behavior and the importance of discovering the reasons that students engage in problem behavior. The steps to conducting a functional behavioral assessment and developing a behavior plan are described. *Counts as 1.5 hours of training.*

➢ Internet AFIRM Modules are designed to help you learn the step-by-step process of planning for, using, and monitoring an EBP with learners with ASD from birth to 22 years of age. (Available at https://afirm.fpg.unc.edu/afirm-modules. Attach your professional development certificate with each module you complete with your Activity Summary Sheet).
  - Antecedent-Based Intervention - Antecedent-based interventions can be used to decrease an identified interfering behavior and increase engagement by modifying the environment. *Counts as 1.5 hours of training.*

  - Prompting - Prompting reduces incorrect responding as learners with ASD acquire new skills. *Counts as 2.5 hours of training.*

  - Reinforcement - Reinforcement increases the likelihood that a learner with ASD will perform a target skill or behavior in the future. *Counts as 2.5 hours of training.*

  - Time Delay - Time delay is a response prompting procedure that systematically fades prompts during instructional activities. *Counts as 1.5 hours of training.*

➢ **NOTE: Training in Non-Violent Crisis Prevention/Intervention does NOT count for Paraprofessionals.**
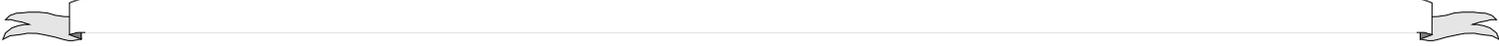
MODULE V
Communication

Communication is a core deficit in people with autism spectrum disorders. Participants will gain understanding of the relationships between language development, cognition, behavior and learning.

The candidate MUST complete a minimum of one day (6 hours) of training. Submit an Activity Summary Sheet for the event attended.

EXAMPLES OF ACCEPTABLE EXPERIENCES:

➢ Attendance at a SELPA-sponsored workshop.

➢ "Autism and Communication" – A one-day course offered by Ventura County SELPA.

➢ Internet Modules: (Available at www.autisminternetmodules.org – Attach your Post-Assessment with your Activity Summary Sheet). **You must achieve a passing score of 80% or more on post-test.**
   - Language and Communication – Impairments in the development of social and communication skills profoundly impact every aspect of an individual's ability to learn and function. This module will address two aspects of ASD: language and communication characteristics (Dr. Kathleen Quill). *Counts as 1.5 hours of training.*

   - Picture Exchange Communication System (PECS) – According to the developers of PECS, it is a behaviorally based intervention that teaches the learner to use visual-graphic symbols to communicate with others (Bondy & Frost, 1994; Frost & Bondy, 2002). This module will provide information on this augmentative and alternative communication system. *Counts as 2.5 hours of training.*

   - Speech Generating Devices – A Speech Generating Device (SGD) is an aided assistive/augmentative communication system that produces speech when activated by a learner. This module will provide information on speech generating devices. *Counts as 1.5 hours of training.*

➢ Internet module (Available at http://iris.peabody.vanderbilt.edu/ - Attach your Challenge with your Activity Summary Sheet). **You must achieve a passing score of 80% or more on post-test.**
   - Assistive/Augmentative Technology – This module offers an overview of assistive technology (AT) and explores ways to expand students' access to it in the classroom. *Counts as 1.5 hours of training.*

➢ Internet AFIRM Modules are designed to help you learn the step-by-step process of planning for, using, and monitoring an EBP with learners with ASD from birth to 22 years

of age. (Available at http://afirm.fpg.unc.edu/afirm-modules/ - Attach your professional development certificate with each module you complete with your Activity Summary Sheet).
  - Picture Exchange Communication System (PECS) - By using PECS, the learner with ASD will develop a system of communication and promote speech development and production. *Counts as 2.5 hours of training.*

MODULE VI

Social Skills

Persons with autistic spectrum disorders often present with social skills limitations. These limitations may be categorized by marked impairment in the use of verbal and non verbal behaviors, failure to develop age appropriate peer relationships, lack of spontaneous seeking to share the interests of others and lack of social and emotional reciprocity. Participants will acquire strategies for promoting positive social interaction and/or play skills.

The candidate must submit evidence of one half-day (3 hours) of training. Please submit an Activity Summary Sheet for event attended.

EXAMPLES OF ACCEPTABLE EXPERIENCES:

➢ Peer Mediated Instruction & Intervention – A method of training children without disabilities to learn to recognize and capitalize upon social initiation cues of children with autism.

➢ Social Narratives – A method to help learners with ASD understand social situations and what is expected of them.

➢ Social Skills workshops – Any workshop which addresses social skill development in learners with autism.

➢ Attendance at a SELPA-sponsored workshop.

➢ Internet Modules: (Available at www.autisminternetmodules.org – Attach your Post-Assessment with your Activity Summary Sheet). **You must achieve a passing score of 80% or more on post-test.**
   - Overview of Social Skills Functioning and Programming - This module explains some of the social challenges individuals with ASD may experience. It also discusses some assessment techniques, the difference between the acquisition of and performance of a social skill, some interventions, and generalization. *Counts as 2 hours of training.*

   - Peer-Mediated Instruction and Intervention (PMII) for Children with Autism Spectrum Disorders – Social impairment is perhaps the single most defining feature of ASD. Peer-mediated instructional approaches can address social concerns. This module will explain peer-mediated instruction and intervention and provide concrete examples and steps for implementation. *Counts as 1.5 hours of training.*

- Social Narratives – This module provides information on social narratives and supports, such as: Social Stories TM, Power Cards, Cartooning and Comic Strip Conversation TM. *Counts as 1 hour of training.*

- Social Skills Groups – Social skills groups (SSG) are used to teach individuals with autism spectrum disorders (ASD) ways to appropriately interact with typically developing peers. Most SSG meetings include instruction, role-playing or practice, and feedback to help learners with ASD acquire and practice skills to promote positive social interactions with peers. This module will provide information on social skills groups (SSG). *Counts as 2 hours of training.*

- Social Supports – The Next Chapter Book Club, Community Connections, Friendship Connections, Service Learning, and Aspirations – This module will explore social program models designed to address the specific needs of transition-aged individuals with ASD and their families. *Counts as 1 hour of training.*

➢ Internet AFIRM Modules are designed to help you learn the step-by-step process of planning for, using, and monitoring an EBP with learners with ASD from birth to 22 years of age. (Available at http://afirm.fpg.unc.edu/afirm-modules/ - Attach your professional development certificate with each module you complete with your Activity Summary Sheet).
  - Social Narratives - Social narratives help learners with ASD understand social situations and what is expected of them. *Counts as 1.5 hours of training.*

  - Social Skills Training - Social skills training refers to adult-directed instruction used to address social skills. *Counts as 1.5 hours of training.*

MODULE VII

Data Collection

This module is designed to assist the candidate in demonstrating competency in conducting data collection.

Candidate must submit examples of two data collection sheets that s/he has used to collect data on student skills and/or behaviors. Submit Activity Summary Sheet describing each situation for which data was collected. Be sure to delete all identifying information about the child.

MODULE VIII

Technology

This module is designed to assist the candidate in demonstrating competency in utilizing and accessing technology with students with ASD.

Candidate must submit evidence of at least one half-day (3 hours) of training as well as use of technology with students with autism in the educational setting (apps for data collection, instructional sites, AT support). A written summary, including a description of the technology used, how it was used and any outcomes must be submitted.

EXAMPLES OF ACCEPTABLE EXPERIENCES:

➢ Graphing in Excel - learn the basics of summarizing data through Excel and how to visually present data to support behavior plans.

➢ Free and Inexpensive AT Tools - Discover tools already available on classroom computers or iPads, free, permanent software downloads, free trials of assistive technology software to download, free or lite versions of apps, and *Bookshare.*

➢ My Student Has This Device...Now What? – This half-day workshop will help participants define the research-based concept of Aided Language Stimulation/modeling, and identify diverse ways of bringing it into practice throughout an AAC user's school day.

➢ Internet Modules: (Available at www.autisminternetmodules.org – Attach your Post-Assessment with your Activity Summary Sheet). **You must achieve a passing score of 80% or more on post-test.**

  - Computer-Aided Instruction – Computer-Aided instruction (CAI) is the use of computers to teach academic skills, promote communication and language development, and teach learners with autism spectrum disorders (ASD) to recognize and predict others' emotions. This module will focus on the salient aspects of CAI and how to choose computer software that has been shown to be effective with learners with ASD. *Counts as 2 hours of training.*

Ventura County SELPA
Autism Certification Program
ACTIVITY SUMMARY SHEET

Your Name: _____

Module: _____

Email: _____

☐ Professional Level   ☐ Paraprofessional Level

Name of event/activity/workshop:

Date (if applicable):   Number of Hours: _____

Brief description of event:

What do you feel is the MOST IMPORTANT thing you learned?

Describe how you will use this knowledge in your professional activities:

Autism Certification Team
Approved ❑   **Not Approved ❑**
(Explanation):

VENTURA COUNTY SELPA

CERTIFICATE OF COMPETENCY

AUTISM SPECTRUM DISORDERS

Paraprofessional

My Record_____

	Counts as (Days)	Date Submitted	Date Approved
Module I. Foundations (1 Day (6 hours) of Training - 1 Book counts as 1/2 day or 2 videos counts as ½ day) Activity • _____ • _____ • _____ • _____ Date Module Completed:_____ Module Certificate Received: _____			

	Counts as (Days)	Date Submitted	Date Approved
Module II. Collaboration (2 different experiences = 4 hours) Activity • _____ • _____ • _____ • _____ Date Module Completed:_____ Module Certificate Received: _____			
Module III. Instructional Methodology (1 day (6 hours) of training, at least 2 methods) Activity • _____ • _____ • _____ • _____ • _____ • _____ Date Module Completed: _____ Module Certificate Received : _____			

	Counts as (Days)	Date Submitted	Date Approved
Module IV. Positive Behavior Support (1/2 day (3 hours) of training) (NCPI does NOT count) Activity • _____ • _____ • _____ • _____ Behavior plans and data collection for at least 2 weeks: 1) 2) Date Module Completed:_____ Module Certificate Received: _____			
Module V. Communication (1day (6 hours)) Activity • _____ • _____ • _____ • _____ Pictorial Communication Date Module Completed:_____ Module Certificate Received: _____			

	Counts as (Days)	Date Submitted	Date Approved

Module VI. Social Skills (1/2 day (3 hours) of training)
 	
Activity
   • _____
   • _____
   • _____
   • _____
 	
Date Module Completed:_____ Module Certificate Received: _____			

Module VII. Data Collection (2 different types of data collection) 1) 2) Date Module Completed:_____ Module Certificate Received: _____			

Module VIII. Technology (1/2 day (3 hours) of training & evidence of use in the educational setting)
 	
Activity
   • _____
   • _____
   • _____
 	
Date Module Completed:_____ Module Certificate Received: _____			

Overall Certificate Completed (date): _____