Ventura County SELPA

Autism Certification Program

MANUAL

Professional Level

Revised 2018

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

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5100 Adolfo Rd., Camarillo
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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 8 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 to Barbara Rush at BRush@vcoe.org, fax (805) 437-1599
or mail to:

 Ventura County SELPA
 Autism Certification Program
 5100 Adolfo Rd
 Camarillo CA 93012

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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 **professional level**. Candidates who participate in this level must have acquired or be in the process of acquiring professional degree, credential or licensure in special education or a related field.

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, Personnel Development, Yanka Ricklefs at yricklefs@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 23) 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 that you can use for your own records (back of this booklet).

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 complete a minimum of 2 days (12 hours) of training.

EXAMPLES OF ACCEPTABLE EXPERIENCES:

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

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

➢ Books – At least two books to be read from the attached list. One must be from the "scientific literature" list and one must be from the "applied literature" list. The requirements for this option are included on that page. Counts as one day.

➢ Comparable College/University Coursework – If a candidate has completed coursework, which covers the foundations of autism, the course content may be submitted, along with evidence of satisfactory completion, to the ACT for verification of competency. Counts as one day.

➢ Internet Modules: (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, repetitive, and stereotyped 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.*

MODULE I - *continuation*

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 each book, no more than one page.
Send the written summary along with your completed Activity Summary sheet.

<u>Applied Literature</u>

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's Syndrome in Adolescence**
   L. Holliday Willey

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

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

MODULE I - *continuation*

Approved Book List Autism for Competency Certificate Program

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

10. **Born on the Wrong Planet**
    E. Hammerschmidt

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.)

MODULE I – *continuation*

Approved Book List for Autism Competency Certificate Program

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

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
N. 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

MODULE I – *continuation*

Approved Book List for Autism Competency Certificate Program

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

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

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

7. **Educating Students with Autism: A Quick Start Manual**
   J. Webber & B. Sheuermann

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.

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 four different experiences, totaling 12 hours, at least 2 of which must involve direct interaction with parents of children with autism. In addition to documentation of the event, you must also submit a written summary (no more than 1 page) of each.

EXAMPLES OF ACCEPTABLE EXPERIENCES:

➢ Participate in an IEP for a child with autism.

➢ Rainbow 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. Contact Rainbow: (805) 485-3177 or visit their website http://rainbowconnectionfrc.weebly.com.

➢ Participate in various parent/professional meetings through Ventura County, such as CAC (SELPA events), Autism Society and/or Rainbow Family Resource Center.

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

➢ Comparable College/University Coursework – If a candidate has completed coursework, which covers collaboration, the course content may be submitted, along with evidence of satisfactory completion, to the ACT for verification of competency. *(Counts as 1 day)*

➢ 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 designing and implementing 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 several 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 five days (30 hours) of training, in at least two methods. One of the methods must be one of the first three listed below.

EXAMPLES OF ACCEPTABLE EXPERIENCES:

➢ Applied Behavioral Analysis approaches – This includes any instructional method which includes a "behavioral" approach involving presentation of a stimulus, learner response, and feedback in the form of correction or reinforcement. It includes methods involving a "Discrete Trial" approach, such as those promoted by Dr. Ivor Lovaas and Ron Leaf with Autism Partnership.

➢ 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.

➢ Pivotal Response Training – This includes any method, which examines key interest areas of children and capitalizes on them in order to make widespread changes. It includes methods promoted by Drs. Lynn and Robert Koegel.

➢ Attendance at 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 use 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) - 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.*

- ➢ Comparable College/University Coursework- If a candidate has completed coursework, which covers instructional methods for learners with autism, the course content may be submitted, along with evidence of satisfactory completion, to the ACT for verification of competency. *(Counts as 1 day)*

- ➢ Other - Evidence of training in any other approaches which have been supported by accepted research methods may be submitted to the ACT for consideration

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 two days (12 hours) of training, as well as submit evidence of implementation of two Behavior Intervention Plans in a school or therapy setting with children with autism. After the plans have been approved, submit sample data collection sheets that show you have implemented the programs for at least six weeks.

EXAMPLES OF ACCEPTABLE EXPERIENCES:

➢ "Positive Behavior Interventions Training"- This is an intensive 3-day course offered on a regular basis by the SELPA. Candidates can be certified as Positive Behavior Intervention Managers upon completion and approval of development of a Functional Behavior Assessment and a Comprehensive Behavior Intervention Plan (CBIP) based on data provided. It covers the basic principles and philosophy of Positive Behavior Interventions, Functional Behavior Assessment and Behavior Intervention Plans.

➢ PBI Workshops – Eleven advanced workshops based on the principles of Applied Behavior Analysis – for teaching new skills and changing inappropriate behaviors.

➢ NCPI Training - This is a method of non-violent intervention with crisis behavior. It is a two-day course, which covers the principles of de-escalation and response. Although the Level One course is a two-day course, it counts as only one day toward this certificate.

➢ Attendance at a SELPA-sponsored workshop.

➢ Comparable College/University Coursework - If the candidate has completed courses on Positive Behavior Support, the course overview and verification of attendance may be submitted to the ACT for review. *(Counts as 1 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.**
  - Antecedent Based Interventions (ABI) – Teachers and other practitioners who work with children and youth with autism spectrum disorders (ASD) can use 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 The Incredible 5-Point Scale (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 http://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.*

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 three days (18 hours) of training, at least one in a method of Augmentative Communication.

EXAMPLES OF ACCEPTABLE EXPERIENCES:

➢ Attendance at SELPA-sponsored workshops.

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

➢ Comparable College/University Coursework - If the candidate has completed coursework, which covers communication development for learners with autism, the course may be submitted along with evidence of satisfactory completion, to the ACT for verification of competency. *(Counts as 1 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.**
   - Functional Communication Training (FCT) – Teaches children and youth with ASD how to replace interfering behaviors, such as hitting or running away, with a communicative response, such as using words to request the student's needs. This module will cover these topics (a) an overview of FCT, (b) descriptions of who can implement FCT and the types of learners with which it may be used, (c) detailed guidelines for implementing FCT with children and youth with ASD, and (d) answers to FAQs regarding FCT. *Counts as 1.5 hours of training.*

   - 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 the 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/resources.html – Attach your Post-Assessment 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 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 two days (12 hours) of training, as well as documentation of how you implemented a social skills component in a school or therapy setting with children with autism. (Examples: Lesson plan; Positive Behavior Support plan; IEP goals and data collection, social story, etc.)

EXAMPLES OF ACCEPTABLE EXPERIENCES:

➢ Peer Mediated Instruction and 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 used 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.

➢ Comparable College/University Coursework - If the candidate has completed coursework which covers social skills development, the course overview and verification of attendance may be submitted to the ACT for review. *(Counts as one 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.**
- Extinction - Extinction is a procedure based on the principles of Applied Behavior Analysis (ABA) in which reinforcement of a previously reinforced behavior is discontinued. *Counts as 1.5 hours of training.*

- Naturalistic Intervention - Naturalistic intervention is a collection of practices including environmental arrangement, interaction techniques, and strategies based on applied behavior analysis principles. These practices are designed to encourage specific target

behaviors based on learners' interests by building more complex skills that are naturally reinforcing and appropriate to the interaction. *Counts as 2 hours of training.*

- 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.*

- Response Interruption/Redirection - Response interruption/redirection (RIR) is used to decrease interfering behaviors, predominantly those that are repetitive, stereotypical, and/or self-injurious. This module will provide information on RIR and the steps needed to implement this evidence-based intervention. *Counts as 2 hours of training.*

- Rules and Routines - This module presents strategies for designing and implementing rules and routines to support students with ASD and promote success in school, home, work, and the community. *Counts as 1 hour of training.*

- Self-Management - Self-management interventions help children and youth with autism spectrum disorders (ASD) learn to independently regulate their behaviors and act appropriately in a variety of home-, school-, and community-based situations. *Counts as 2 hours 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 for Transition Aged Individuals – 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.*

- Time Delay - Time delay, an evidence-based intervention, is particularly effective at preventing prompt dependence. Time delay is a response-prompting procedure that focuses on fading the use of prompts during instructional activities. *Counts as 2 hours of training.*

- Videomodeling - Video modeling is a teaching method that uses assistive technology (computers, digital cameras, etc.) as the core component of instruction. Video modeling has been used to teach a wide range of behaviors, including social/emotional skills, adaptive behavior, life skills, academics, and play skills. *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).
- Social Skills Training - Social skills training refers to adult-directed instruction used to address social skills. *Counts as 1.5 hours of training.*

- Social Narratives - Social narratives help learners with ASD understand social situations and what is expected of them. *Counts as 1.5 hours of training.*

MODULE VII

Data Collection

This module is designed to assist the candidate in demonstrating competency in methods of data collection and instructional planning.

Candidate MUST submit evidence of use of <u>at</u> <u>least</u> two different methods for collecting data on instructional methodology and student outcomes. Each should cover at least a 2-month period of time. This must be different than the data sheets submitted under Module IV. (Some examples of methods are event recording, interval recording, evaluation of steps in task analysis, etc.)

EACH SHOULD INCLUDE:

➢ An overview of the method that was used and the behavior addressed.

➢ How student outcome data was used to modify the instructional approach.

➢ Copies of the actual worksheets themselves.

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
Professionals

My Record_____

	Counts as (Days)	Date Submitted	Date Approved
Module I. Foundations (2 Days of Training - 2 Books counts as 1 day) Activity • _____ • _____ • _____ • _____ Date Module Completed:_____ Module Certificate Received: _____			

	Counts as (Days)	Date Submitted	Date Approved
Module II.Collaboration (4 different experiences =12 hours) Activity • _____ • _____ • _____ • _____ Date Module Completed:_____ Module Certificate Received: _____			
Module III. Instructional Methodology (5 days (30 hours) of training, at least 2 methods, one must be from #1-3) Activity • _____ • _____ • _____ • _____ • _____ • _____ Date Module Completed:_____ Module Certificate Received : _____			

	Counts as (Days)	Date Submitted	Date Approved
Module IV. Positive Behavior Support (2 days (12 hours) of training plus evidence of implementation of 2 behavior plans) Activity • _____ • _____ • _____ • _____ Data collection sheets for at least 6 weeks: 1) 2) Date Module Completed:_____ Module Certificate Received: _____			
Module V. Communication (3 days (18 hours) – at least one day in augmentative communication) Activity • _____ • _____ • _____ • _____ Augmentative Communication Date Module Completed:_____ Module Certificate Received: _____			

	Counts as (Days)	Date Submitted	Date Approved
Module VI. Social Skills (2 days (12 hours) of training – plus evidence of implementation of a social skills component) Activity • _____ • _____ • _____ • _____ Evidence of implementation _____ Date Module Completed:_____ Module Certificate Received: _____			
Module VII. Data Collection (2 different types of data collection covering a 2-month period of time) 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): _____