Santa Barbara County
Special Education Local Plan Area
A Joint Powers Agency
Dr Jarice Butterfield, Director
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Autism Certification Program Manual Level 1

Pilot Year 2009-10

This manual may be downloaded from the Santa Barbara County SELPA website www.sbcselpa.org and all the forms enclosed are designed to be computer friendly.

SELPA 209 (E)

Table of Contents

Introduction

In August 2009, the Santa Barbara County SELPA (SBCSELPA) agreed to develop an Autism Certificate of Competency Program. It is the goal of the Santa Barbara County SELPA to provide the opportunity for the personnel of the Santa Barbara County school districts to attend a wide variety of professional development events on the various aspects of autism spectrum and to provide a formal way to validate and document their training knowledge and skills gained.

History of Program

Santa Barbara County SELPA's Autism Certification Team (ACT) met with the district administrators, the Autism Advisory Committee, the BICM Advisory Committee, the Community Advisory Committee and community agencies to research the best practice components for the program. ACT also attended a variety of California-wide autism specific trainings and workshops to aid in the development of the Autism Certification Program. After careful consideration, the Autism Certification Team developed a draft for the first year pilot SBCSELPA Autism Certification Program. This draft was then submitted to all stakeholders for further constructive feedback and revisions.

On August 1, 2009, the Autism Certification Program was implemented and began accepting candidates for the 2009-10 school year. Our vision is to continue improving the program in order to meet the needs of the Santa Barbara County SELPA staff and community members. Our long term goal is for the SBCSELPA Autism Certification Program to qualify for the Autism Spectrum Disorder add-on authorization from California Commission on Teacher Credentialing (CTC).

Two Levels Offered

Currently there are two levels of certification offered:

- **Level One:** is designed for SBCSELPA classified and certificated education personnel. This level is recommended for those either working in special or general education who *periodically* work with students who have Autism Spectrum Disorders. Level One is also designed for community members, and parents within Santa Barbara County who live or work with individuals with Autism Spectrum Disorders. Level One is a prerequisite for Level Two.

- **Level Two:** is designed for SBCSELPA classified and certificated education personnel who desire a higher level of certification. This level is recommended for those either working in special or general education who *frequently/daily* work with students who have Autism Spectrum Disorders. Level One is a prerequisite for Level Two.

SBCSELPA Autism Certification Program Goals:

- To provide ongoing professional development opportunities that will validate and document the skills and knowledge gained by the staff within the SBCSELPA

- To educate a broader audience of parents, community members, agencies, educational personnel and other professionals about Autism Spectrum Disorders

- To provide affordable alternatives to traditional trainings. Such as, on-line trainings that candidates can access on a flexible time schedule from the comfort of their home or from anywhere in the world

- To offer a program that leads to an Autism Certification from the Santa Barbara County SELPA

- To pursue and qualify for the Autism Spectrum Disorder add-on authorization from California Commission on Teacher Credentialing (CTC)

The Santa Barbara County SELPA Autism Certification Program also provides an opportunity for the essential application and implementation of new learning and an arena for peer constructive feedback.

We invite you to call the SELPA office and speak with an ACT mentor if you are interested in applying for this program.

Process

Step One: Application Process
Each candidate must complete and submit the attached program application along with the enrollment fee to the SBCSELPA office. If the candidate is accepted for enrollment into the Autism Certification Program, they will be assigned an ACT Mentor. The ACT Mentors are recommended by the SBCSELPA Coordinating Committee and are ultimately appointed by the SBCSELPA Autism Certification Team. The ACT Mentor will contact the candidate to welcome them into the program and will continue to support the candidate throughout the program enrollment period. The candidate has two years from the application date to finish the program. If the candidate does not finish the program within the two year timeline, they will need to resubmit another application and application fee and be reviewed again for enrollment into the program.

Step Two: Competency Requirements
In order to earn the SBCSELPA Autism Certification of Competency, the candidate must successfully complete the requirements listed in each module and submit all pertaining documentation (typed) to their Autism Certification Team mentor.

The appointed Autism Certification Team (ACT) members are recommended by the Santa Barbara County SELPA Coordinating Committee and currently include the SELPA Coordinator and two Autism/Behavioral Specialists.

This manual will give candidates more specific information about what is required for each program module.

- If a candidate is unsure whether an activity will qualify, they may call their ACT mentor for verification.
- If an event was attended in the past, <u>within three years prior to their Autism Certification Application date,</u> the candidate may simply submit the documentation for verification to their mentor.
- The ACT team may accept events/courses attended prior to the past three years of the Autism Certification Application date if the candidate submits a typed report documenting the ongoing implementation of the event's/course's intervention or focus. The report must be signed by the candidate's supervisor(s) where the implementation is occurring.

After completing each module, the candidate will attach all required documentation (typed) to that *Module's Competency Rubric* and submit for acceptable completion approval to their ACT mentor. The ACT mentor will review the candidate's documentation.

- If the documentation is adequate, the mentor will send the candidate a copy of the approved *Module's Competency Rubric* with mentor signature and comments.
- If the ACT mentor finds that the documentation is inadequate, the mentor and the complete Autism Certification Team will together review the documentation.
- If all members still find that the documentation is inadequate, the candidate will receive an explanation and corrective measures needed to complete specific requirements.

All documentation (except the Lesson Observation – Video Critiques forms) must be submitted typed as all the forms have been designed to be completed on a computer and are computer friendly.

Every candidate must submit each module, complete with all documentation, in order for it to be reviewed for module completion. At any time, a candidate may submit documentation to check if it is applicable, but it must be submitted again upon the completion of each module with all other documentation for that particular module.

Submit each module individually as soon as it is completed so that the mentor and ACT can give on-going feedback.

Step Three: Receive Certificate
After the successful completion of all modules has been verified by the ACT mentor, the candidate will receive a letter confirming program completion, and an Autism Certificate of Competency from the Santa Barbara County SELPA.

If a candidate is denied the certification, they may follow the appeal process (see last page).

Key Program Ethics

- Respect for all Students:
    - Include students in conversations
    - Don't talk about students in front of them
    - When conversing with other staff, assume the students understand what you are saying
    - Respect personal privacy for matters such as hygiene or toileting

- Emphasize concrete directions and consider the student's interpretation of figurative language

- Hold high expectations for students and other staff members

- Emphasize the needed wait time for student processing and response

- Account for sensory considerations

- Demonstrate professionalism at all times

- Avoid judgment of family choices for interventions that they are doing outside of school

- Know your boundaries as a school employee and know the school's responsibilities if a family is engaged in "alternative" treatment

- Collaborate with parents as partners in education

Autism Certification Program
Application

Intent to enroll in the following program: ☐ Level 1 ☐ Level 2 (Level 1 is a prerequisite to Level 2)

I'm a: ☐ Parent of child in SBCSELPA ☐ Classified staff in SBCSELPA ☐ Certificated staff in SBCSELPA
☐ Professional in Santa Barbara Co. but outside of the SBCSELPA ☐ Community Member in Santa Barbara Co

Name of Candidate: _____ Date of Application: _____

Position: _____

School District: _____

School Site: _____

School Address: _____

Phone: _____ School Fax: _____

Home Address: _____

Email Address: _____

I understand that I have two years from application date to complete this program.

Signature of Applicant: _____

I as the Special Ed. Administrator recommend this candidate for the SBCSELPA Autism Certification Program.

Special Ed. Administrator Name: _____ Signature: _____ _____

☐ If applying for Level Two please attach a copy of your Level One SBCSELPA Autism Certificate.

☐ If within Santa Barbara Co. SELPA (employee or parent from a Santa Barbara Co. district or County Ed Office) please mail application form and a non-refundable $65 application fee check made payable to Santa Barbara Co. SELPA to:

☐ If outside Santa Barbara Co. SELPA please mail application form and a non-refundable $250 application fee check made payable to Santa Barbara Co. SELPA to:

Santa Barbara County SELPA
Autism Certification Program
401 N. Fairview Ave
Goleta, CA 93117
805-683-1424

SBCSELPA Autism Certification Program
Level One - Modules Overview/Time Commitment/Fees

The SBCSELPA Level One Autism Certificate consists of three modules:

MODULE ONE: Online Coursework

This module is a collection of on-line coursework. The candidate will gain an understanding of autism spectrum and its related disorders.

MODULE TWO: Professional Development Events

The purpose of this module is to attend a variety of professional development events. The candidate will gain an understanding of autism spectrum and its related disorders through the interaction with highly regarded trainers in the field of autism spectrum disorders. Candidate will also have the opportunity to meet and network with other practitioners in the field of autism.

MODULE THREE: Application and Implementation

The purpose of this module is for the candidate to implement a strategy that they have learned either from Module One or Two, share their learning with their supervisor and get constructive feedback. The candidate will also be asked to be introspective about their lesson and their critique process. We hope to stress the importance of self-reflection as on going process in education and the practice of accepting coaching by others in the field as a welcomed element in the implementation of best practice interventions.

Module	Time Commitment	Fees
Application	1 hour	$65 SBCSELPA/ $250 outside SBCSELPA
Module One	10-12 hours	$60
Module Two	12 hours	$50 - $150 varies with event
Module Three	12 hours - varies with individual	no fee
(SBCSELPA Staff/parent) **TOTALS**	**35 - 37 hours approximately**	**$175 - $275 approximately**
(In county but outside of SBCSELPA) **TOTALS**	**35 - 37 hours approximately**	**$360 - $460 approximately**

Module One

SBCSELPA Autism Certification Program
Level One

MODULE ONE: Online Coursework Overview

1. SBCSELPA's - Professional On-line Development (POD) Trainings: *($20 per course)*

Course One: "Autism in the Classroom"
Course Two: "Overview of Positive Behavior Supports"
Course Three: "Data Collection for Support Staff"

After completing the above on-line POD Training courses make sure to print the course's certificate of completion, you will need to attach these certificates to the *Module One Competency Rubric*. When you have completed all of Module One, then submit all of the documentation for the Module to your ACT mentor for acceptable completion approval.

2. Autism Internet Modules (AIM) Course Work: *(no fee)*

Course One: **Module Category:** Evidence-Based Social Skill Interventions
                   Title: "Peer-Mediated Instruction and Intervention (PMII) for Children with Autism Spectrum Disorders"
Course Two: **Module Category:** Evidence-Based Classroom Interventions
                   Title: "Visual Supports"
Course Three: **Module Category:** Your choice
                   Title: of your choice

After completing each pre and post assessments within each of the above on-line AIM Training courses, make sure to print the results of your pre and post assessments. **The online course will only let you take each assessment once and you must print it immediately after seeing the results because you cannot go back and print it again later!!** Scroll down to the bottom of each assessment, there you will see the print button. Print and attach these assessments along with the, enclosed, *SBCSELPA AIM quizzes* to the *Module One Competency Rubric*. When you have completed all of Module One, then submit all of the documentation for the Module to your ACT mentor for acceptable completion approval.

Comparable coursework/events attended in the past, within three years prior to the candidate's Autism Certification Application date, may be submitted with evidence of satisfactory completion to be reviewed by Autism Certification Team (ACT) as an alternative to above coursework/events. ACT may accept courses/events attended beyond the past 3 years if the candidate submits evidence of ongoing implementation.

1. Santa Barbara County SELPA's - Professional On-line Development (POD) Trainings:

Log on to SBCSELPA's POD Trainings website and complete the following coursework.
http://sbcselpaonlinelearning.coursehost.com

Register for one course at a time because you have a total of 30 days to complete the course. After you have completed the course print the completion certificate as that will be your evidence of course completion which needs to be attached to the *Module One Competency Rubric*.

POD Trainings Course 1: "Autism in the Classroom"
Course Description—This the first course in the Certificate of Autism Studies. This course provides an introduction to Autism Spectrum Disorders: prevalence, the history, current theories, and research findings. This course is a pre-requisite for the more comprehensive topic areas covered later in this program. This course will also provide guidance of positive behavioral supports aimed at helping children with Autism develop in both the classroom and their wider community.
Learning Outcomes:
As a result of completing this course, the candidates will be able to:
Module 1 – Philosophy, Values and Advocacy
• Identify the principles that underpin the philosophy and values of developmental disability support services.
• Contrast what advocacy *IS* and *IS NOT*
Module 2 – Professionalism
• Define professionalism.
• Demonstrate an understanding of the responsibilities of the educational support staff regarding professionalism.
Module 3 – Autism is a 'Spectrum' Disorder
• Describe what is meant by a Spectrum Disorder.
• Identify sensory problems of people with Autism.
Module 4 – Historical Definitions of Autism
• Identify people and organizations that have played and continue to play an important role in Autism research.
• Explain why Autism is a biological condition.
Module 5 – Prevalence of Autism
• Correctly identify the currently accepted prevalence of Autism in the United States.
• Explain possible reasons accounting for the increase in prevalence of Autism.
Module 6 – Triad of Impairments
• Identify and explain the three features that define Autism.
• Demonstrate an understanding of how Asperger's Syndrome is different from Autism.

Module 7 – Causes

• Describe the possible causes of Autism.

• Explain why there is no single definite cause of Autism.

Module 8 – Characteristics

• Identify some common characteristics associated with Autism.

Module 9 – Communication

• Demonstrate an understanding of the causes of speech and language problems in Autism, and identify how these are treated.

• Apply the Model of Understanding Information Processing.

• Compare good and bad communication practices.

Module 10 – Linking all of the Bits

• Integrate all the areas of Autism learned in the course so far.

Module 11 – Sensory Processing Issues in Autism

• Identify the different sources of sensory information.

• Explain the impact of different sensory challenges for people with Autism.

Module 12 – Social Interaction

• Describe the concept of Theory of Mind.

• Identify events that can increase anxiety for people with Autism, and techniques they can use to manage this.

• Define restrictive problem solving.

Module 13 – Positive Behavior Supports

• Describe and define positive behavior support.

• Demonstrate familiarity with the core concepts of positive behavior support.

• Explain why we need positive behavior support.

• Explain what is included in positive behavior support.

Module 14 – Proactive and Reactive Models of Behavior Support

• Identify the Phases of Behavior,

• Describe the role of the Support Person during any of the Phases of Behavior.

• Explain the concept of Episodic Severity, and apply these skills to a scenario.

• Identify and evaluate the core concepts of proactive models of support.

• Identify and evaluate the core concepts of reactive models of support.

Module 15 – Biomedical Issues in Autism

• Evaluate the validity of different biomedical approaches to mitigate the affects of Autism.

POD Trainings Course 2: "Overview of Positive Behavior Supports (PBS)"
Course Description—This course is designed to give teachers valuable tools they can use for developing and implementing positive behavior supports to support students with challenging behaviors. The course outlines an approach for understanding why problem behavior occurs, and how to adapt intervention strategies to address the specific needs of individuals.   In addition, the course provides guidelines for assisting those responsible for implementing positive behavioral supports to do so in a reliable manner so that recommended positive behavioral supports can produce their intended benefit. (PBS)
Learning Outcomes:
As a result of completing this course, the candidates will be able to:
- Describe what Positive Behavior Support (PBS) is
- Identify what makes up the foundation of PBS
- Explain A-B-C relationships
- Identify the function of behavior
- Identify proactive, teaching, and reactive strategies used in PBS
- Follow through two vignettes and develop behavioral intervention plans for both

POD Trainings Course 3: "Data Collection for Support Staff"
Course Description—Challenging behavior is the one thing that continues to consume our time, resources and emotion in the work we do. The more efficiently we support students with Autism to change their behavior, the more closely we achieve the outcomes we strive toward. Understanding whether our efforts to support behavior change are working, is the foundation of any effective behavior support plan. To know this, we need data! Data Collection is a "quick course" of study in why we need to collect data and covers the fundamentals of how to do so. This includes graphing and how to ensure the data you collect is reliable.
Module 1 – Data Collection
Learning Outcomes:
As a result of completing this course, the candidates will be able to:
- Explain how to collect and utilize data in effective and reliable ways.
- Demonstrate how graphs can be used in behavioral support.

2. Autism Internet Modules (AIM) Coursework:

Log on to Autism Internet Modules Project and complete the following coursework:
http://www.autisminternetmodules.org/user_about.php

Print your pre and post assessments; as they will be your evidence of course completion and they need to be attached to the *Module One Competency Rubric*.

AIM Course 1:
Module Category: Evidence-based Social Skill Interventions
Title: Peer-Mediated Instruction and Intervention for Children with Autism Spectrum Disorders
Course Description:
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.

Approximate time to complete module: 1 1/2 hours

Author: Jennifer Neitzel, Ph.D.

Contributor(s): National Professional Development Center on Autism Spectrum Disorders

AIM Course 2:
Module Category: Evidence-based Classroom Interventions
Title: Visual Supports
Course Description:
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.

Approximate time to complete module: 1 hour

Author: Sheila M. Smith, Ph.D.

AIM Course 3:
Module Category: Your choice
Title: Your choice (must create your own 20 question multiple-choice quiz with answer key modeled after the two which have been provided in this manual for the two above courses)

Module One: On-line Coursework Documentation Forms List

The following forms are to be submitted for the completion of Module One:

1. *Module One Competencies Rubric* (attached)

2. Certificates of completion printed from each of the on-line SBCSELPA POD trainings

3. On-line pre and post assessments from each of the On-line AIM courses

4. *SBCSELPA quizzes for the PMII and Visual Support Aim Courses* (attached)

5. Quiz created by the candidate for the AIM course of choice

MODULE ONE FORMS

Santa Barbara County
Special Education Local Plan Area…………*A Joint Powers Agency*

Autism Certification Program
Level 1 - Module One Competency Rubric

Name: _____   Position: _____   Date: _____

District: _____   Phone: _____   Fax: _____

Site Address: _____   ACT Mentor: _____

On-line Coursework

Santa Barbara County SELPA Professional On-line Development (POD) Trainings	Documentation	Date Completed	Presenter	Location	Hours	ACT Mentor Initials
Autism in the Classroom	☐ Certificate of Completion					
Positive Behavior Support	☐ Certificate of Completion					
Data Collection for Support Staff	☐ Certificate of Completion					
Autism Internet Modules (AIM)	Documentation	Date Completed	Presenter	Location	Hours	ACTMentor Initials
Module Category: Evidence-based Classroom Interventions **Title**: Visual Supports	☐ Pre-Assessment ☐ Post-Assessment ☐ SBCSELPA Quiz					
Module Category: Evidence-based Social Skill Interventions **Title**: Peer-Mediated Instruction & Intervention for Children with Autism Spectrum Disorders	☐ Pre-Assessment ☐ Post-Assessment ☐ SBCSELPA Quiz					
Module Category: (Your choice) **Title**: (Your choice)	☐ Pre-Assessment ☐ Post-Assessment ☐ Created Quiz					

Attach ALL pertaining documentation to this rubric and submit complete package to ACT mentor for review.

☐ Module Completed   Mentor Initials _____   Date: _____   Comments: _____

Autism Certification Program
Peer-Mediated Instruction and Intervention (PMII) Quiz

Name of Candidate: _____ Date: _____

ACt Mentor: _____

1) What are the goals of PMII:
   a) ☐ Teach peers strategies to talk and play with students with ASD
   b) ☐ Increase the number of peer interactions for learners with ASD
   c) ☐ Extend peers social interactions with children with ASD across activities
   d) ☐ Minimize teacher support
   e) ☐ All of the above

2) PMII should be implemented with:
   a) ☐ Pairs or small groups of learners
   b) ☐ Large groups of students
   c) ☐ Both a & b

3) PMII is most useful for students with ASD who:
   a) ☐ Have no communication skills and do not initiate or respond to social interactions
   b) ☐ Have limited communication skills, rarely initiate or respond to social interactions
   c) ☐ Have a wide range of communication skills and frequently initiate and respond to social interactions

4) The first phase of training peers is to:
   a) ☐ Introduce specific strategies one at a time
   b) ☐ Practice strategies with peers
   c) ☐ Teach peers to recognize and appreciate individual differences

5) Peer mediation training involves directly teaching peers how to:
   a) ☐ Socially initiate an interaction with a student with ASD
   b) ☐ Appropriately respond to the student with ASD when he/she socially initiates
   c) ☐ Arrange and sustain cooperative play
   d) ☐ All of the above
   e) ☐ a & b only

6) Peers should be:
   a) ☐ Assigned to participate by the teacher regardless if they want to or not
   b) ☐ Selected by the teacher based on appropriate social/communication skills and willingness to participate
   c) ☐ Can attend to an interesting task or activity for 10 minutes
   d) ☐ All of the above
   e) ☐ a & c

7) Initially, peer training should be done:
   a) ☐ In a quiet area of the classroom
   b) ☐ During whole class instruction
   c) ☐ At recess

8) Peers should be trained on:
   a) ☐ Initiating interactions with students with ASD
   b) ☐ Giving and accepting compliments
   c) ☐ Taking turns and sharing with students with ASD
   d) ☐ All of the above

9) Prompting and reinforcement should be provided by:
   a) ☐ The practitioner/trainer
   b) ☐ Fellow students
   c) ☐ Both a & b

10) Prompts should be given:
   a) ☐ Immediately
   b) ☐ After no interactions between the students for 30 seconds
   c) ☐ Prompts should not be given

11) Which prompts can be used during social interactions:
   a) ☐ Verbal explicit instructions
   b) ☐ Picture cues
   c) ☐ Gestures
   d) ☐ All of the above
   e) ☐ a & c only

12) What strategies can be used to increase the likelihood that generalization and maintenance will occur?
   a) ☐ Incorporating multiple peers in the training and intervention activities
   b) ☐ Embedding opportunities for social interaction in ongoing classroom routines and activities
   c) ☐ Fading the use of prompting strategies and reinforcement
   d) ☐ All of the above

13) Prior to implementing the intervention, you should assess the student with autism's existing skills, identifying the skills that need to be taught and determine how these skills will be taught.
   a) ☐ True
   b) ☐ False

14) In secondary school, how many peers should you recruit and train?
   a) ☐ At least 3 peers
   b) ☐ At least 6 peers
   c) ☐ At least 8 peers

15) How do special educators provide ongoing support and feedback to peers in middle or high school?
   a) ☐ Daily problem solving meetings
   b) ☐ Weekly problem solving meetings
   c) ☐ Monthly problem solving meetings

16) How can PMII be implemented in a classroom setting throughout the day?
   a) ☐ Provide classroom learning opportunities
   b) ☐ Monitor social interactions
   c) ☐ Use prompts and reinforcement
   d) ☐ All of the above

17) How often should intervention activities occur?
   a) ☐ Structured activities should occur at least once a day. Once imbedded in daily activities, social interactions should occur at least three times a day.
   b) ☐ Structured activities should occur at least twice a day. Once imbedded in daily activities, social interactions should occur at least four times a day.
   c) ☐ Structured activities should occur at least three times a day. Once imbedded in daily activities, social interactions should occur at least five times a day.

18) The first step in PMII is?
   a) ☐ Train peers
   b) ☐ Begin training in multiple environments
   c) ☐ Select peers

19) How often should intervention activities occur?
   a) ☐ Weekly
   b) ☐ Daily
   c) ☐ Monthly

20) Effective implementation of PMII includes:
   a) ☐ Selecting appropriate peers
   b) ☐ Training peers and practicing initiation strategies
   c) ☐ Extending initiations across the day
   d) ☐ Monitoring student progress on a regular basis
   e) ☐ All of the above

Autism Certification Program
Autism Internet Modules – Visual Support Quiz

Name of Candidate: _____ Date: _____

ACt Mentor: _____

1) Many individuals with autism spectrum disorder demonstrate strengths in:
   a) ☐ Auditory learning
   b) ☐ Visual learning
   c) ☐ Both a and b
   d) ☐ None of the above

2) Visual supports can be used to:
   a) ☐ Organize a sequence of events
   b) ☐ Supplement verbal instruction
   c) ☐ Cue communication
   d) ☐ Help individuals with ASD adjust more readily to changes in the environment
   e) ☐ All of the above

3) Visual supports should only be used in the school setting by a credentialed teacher or school psychologist:
   a) ☐ True
   b) ☐ False

4) A visual support is:
   a) ☐ A picture or photograph
   b) ☐ Text accompanied by a picture or graphic
   c) ☐ Any tool or symbol presented visually
   d) ☐ A picture, photo, or graphic, but not written word

5) Visual supports can be developed for:
   a) ☐ Individuals
   b) ☐ Small or large groups of individuals
   c) ☐ Students in special education
   d) ☐ Students in general education
   e) ☐ All of the above

6) When individuals with ASD are given the opportunity to learn with visual supports which of the following is true:
   a) ☐ They complete more tasks independently therefore increasing independence
   b) ☐ They adjust more readily to changes in the environment
   c) ☐ They demonstrate decreased levels of anxiety, frustration, and aggression related to task completion
   d) ☐ Only b and c
   e) ☐ a, b, and c

7) Which of the following is **Not** true:
   a) ☐ Some visual supports may be used less over time
   b) ☐ Visual supports can be modified as the individual transitions to new, or more challenging environments/activities
   c) ☐ Benefits of visual supports should be evident within the first several days of use
   d) ☐ To help individuals attach meaning to the visual support, pair its use with spoken language

8) Examples of visual boundaries include:
   a) ☐ Furniture arrangement
   b) ☐ Designated areas with visual labels
   c) ☐ Colored tape to mark off specific areas
   d) ☐ Only a and b
   e) ☐ a, b, and c

9) When designing and utilizing visual boundaries it is important to avoid:
   a) ☐ Using each defined area for its designated task
   b) ☐ Using different terms to refer to the areas that does not match the labels or student schedules
   c) ☐ Reinforcing the students for appropriately using the designated areas
   d) ☐ Both a & b

10) The first step in setting up a visual boundary involves:
   a) ☐ Physically arranging the furniture to define the area
   b) ☐ Defining the need
   c) ☐ Teaching the boundary
   d) ☐ Defining the boundary
   e) ☐ None of the above

11) Areas within the school, home, or work environment that may need visual boundaries include:
- a) ☐ Play area
- b) ☐ Work area
- c) ☐ Break area
- d) ☐ Eating area
- e) ☐ All of the above

12) When teaching a visual boundary it is important to:
- a) ☐ Model the correct behavior
- b) ☐ Model reinforcement
- c) ☐ Be consistent with the use of boundary settings from day to day
- d) ☐ a and c only
- e) ☐ a, b, and c

13) *A student walks out of the area in the cafeteria designated for waiting until the bell rings, another peer calls him back to the designated wait area. When the student returns to the wait area, he is reinforced for complying.* This is an example of:
- a) ☐ Self-verbalization
- b) ☐ Defining the need
- c) ☐ Model correction
- d) ☐ Both a and b
- e) ☐ None of the above

14) What strategies may be helpful in modeling appropriate behavior?
- a) ☐ Utilizing adult models
- b) ☐ Utilizing peer models
- c) ☐ Utilizing video modeling
- d) ☐ Self-verbalization
- e) ☐ All of the above

15) Visual supports/boundaries are components of Applied Behavioral Analysis approaches and the TEACCH program.
- a) ☐ True
- b) ☐ False

16) Labels help us:
- a) ☐ Identify appropriate reinforcers
- b) ☐ Interact appropriately with the world around us
- c) ☐ Organize and identify important features in the environment
- d) ☐ Both a and b

e) ☐ Both b and c

17) *Grace cannot read her name but recognizes a picture of herself. A picture of Grace on her lunch box will help her identify which lunch box belongs to her among all the others at school. Additionally, Grace may benefit from a picture on her desk, chair, cubbie, etc.* This type of visual support is an example of:
   a) ☐ Visual schedule
   b) ☐ Visual boundary
   c) ☐ Visual label
   d) ☐ None of the above

18) Photographs, pictures cut from magazines, simple drawings, or computer programs such as Boardmaker[TM], Picture It[TM], and Snag It[TM] are all useful for customizing your own labels.
   a) ☐ True
   b) ☐ False

19) Visual locators can help individuals with ASD:
   a) ☐ Process where a favorite person is more readily than if just verbally told
   b) ☐ Makes information more concrete and memorable
   c) ☐ Allows the individual with ASD to refer back to the visual support as often as needed to reassure themselves and reduce anxiety
   d) ☐ All of the above

20) Visual schedules:
   a) ☐ Help the individual move from one activity to the next
   b) ☐ Display planned activities in the order in which they will occur using symbols, words, pictures, photographs, icons, or actual objects.
   c) ☐ Provide an inventory of possible motivators and reinforcers for individuals with ASD
   d) ☐ Both a and b
   e) ☐ Both b and c

Module Two

SBCSELPA Autism Certification Program
Level One

MODULE TWO: Professional Development Events Overview

1. Attend at least three hours of a training/workshop/event hosted or authorized by SBCSELPA (within the last five years from Autism Certification application) in each of the four focus areas: (total of 12 professional development hours)

Focus Area One: Collaboration with parents, interdisciplinary teams, and interagencies (i.e. Autism Services Panel, Autism Society of America, Talk About Curing Autism (TACA), Alpha Resource Center, Area Board 9, Tri-Counties)
Focus Area Two: Applied Behavior Analysis (ABA): Instructional strategies
Focus Area Three: Applied Behavior Analysis (ABA): Positive Behavior Supports/Strategies
Focus Area Four: Language and Communication

Collect each event's flyer and certificate, and then complete one *Summary Sheet* (attached) for each event. Attach these documents to the *Module Two Competency Rubric*. When you have completed all of Module Two submit all the documentation for the Module to your ACT mentor for acceptable completion approval.

Comparable coursework/events attended in the past, within three years prior to the candidate's Autism Certification Application date, may be submitted with evidence of satisfactory completion to be reviewed by Autism Certification Team (ACT) as an alternative to above coursework/events. ACT may accept courses/events attended beyond the past 3 years if the candidate submits evidence of ongoing implementation.

MODULE TWO: Professional Development Documentation Forms List

The following forms are to be submitted for the completion of Module Two:

1. *Module Two Competencies Rubric* (attached)

2. Event *Summary Sheet* for each of the four focus areas (attached)

3. Event Flyers

4. Event Certificate

MODULE TWO FORMS

Santa Barbara County
Special Education Local Plan Area………….*A Joint Powers Agency*

Autism Certification Program
Level 1 – Module Two Competency Rubric

Name: _____ Position: _____ Date: _____

District: _____ Phone: _____ Fax: _____

Site Address: _____ ACT Mentor: _____

Professional Development Events

Events	Documentation	Date Completed	Presenter	Location	Hours	ACT Mentor Initials
3 Hours: Collaboration with Parents, Interdisciplinary Teams, and Interagencies	☐ Flyer ☐ Certificate ☐ Summary Sheet					
3 Hours: Applied Behavior Analysis (ABA): Instructional Strategies	☐ Flyer ☐ Certificate ☐ Summary Sheet					
3 Hours: Applied Behavior Analysis (ABA): Positive Behavior Supports/Strategies	☐ Flyer ☐ Certificate ☐ Summary Sheet					
3 Hours: Language and Communication	☐ Flyer ☐ Certificate ☐ Summary Sheet					

Attach ALL pertaining documentation to this rubric and submit complete package to ACT mentor for review.

☐ Module Completed Mentor Initials _____ Date: _____ Comments: _____

Autism Certification Program
Summary Sheet – Collaboration

Name of Candidate: _____ Date: _____

Name of Event: _____ ACT Mentor: _____

☐ Level 1: Classified Personnel/Community Member/Parent   ☐ Level 2: Certificated Personnel

Brief description of event:

What was the MOST IMPORTANT thing you learned:

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

For Autism Certification Team Only: ☐**Approved** ☐**Not Approved (explanation)**

Autism Certification Program
Summary Sheet – ABA: Instructional Strategies

Name of Candidate: _____ Date: _____

Name of Event: _____ ACT Mentor: _____

☐ Level 1: Classified Personnel/Community Member/Parent   ☐ Level 2: Certificated Personnel

Brief description of event:
What was the MOST IMPORTANT thing you learned:
Describe how you will use this knowledge in your professional activities:

For Autism Certification Team Only: ☐**Approved** ☐**Not Approved (explanation)**

Autism Certification Program
Summary Sheet – ABA: Positive Behavior Supports/Strategies

Name of Candidate: _____ Date: _____

Name of Event: _____ ACT Mentor: _____

☐ Level 1: Classified Personnel/Community Member/Parent   ☐ Level 2: Certificated Personnel

Brief description of event:

What was the MOST IMPORTANT thing you learned:

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

For Autism Certification Team Only: ☐**Approved** ☐**Not Approved (explanation)**

Autism Certification Program
Summary Sheet – Language and Communication

Name of Candidate: _____ Date: _____

Name of Event: _____ ACT Mentor: _____

☐ Level 1: Classified Personnel/Community Member/Parent   ☐ Level 2: Certificated Personnel

Brief description of event:
What was the MOST IMPORTANT thing you learned:
Describe how you will use this knowledge in your professional activities:

For Autism Certification Team Only: ☐**Approved** ☐**Not Approved (explanation)**

Module Three

SBCSELPA Autism Certification Program
Level One

MODULE THREE: Application and Implementation Overview

1. Video and Critique of Lesson Implementing Learned Strategy:

- Video yourself implementing a strategy learned from Modules One or Two
- Teacher/Administrator views video, completes video critique, and discusses critique results/recommendations with candidate

Complete the following documentation:
- *Lesson Plan* (10-20 min.)
- Video, *Lesson Observation - Video Critique*
- *Self-Evaluation of Lesson & Video Critique*

Attach these documents to the *Module Three Competency Rubric*. When you have completed all of Module Three, then submit all of the documentation for the Module to your ACT mentor for acceptable completion approval.

2. Data collection:

- Collect data on targeted behavior for 3-5 days for at least a 20-40 minute activity per day using at least one of the attached data sheets.
- Complete *Data Collection Summary* form.
- Lastly, complete the *Evaluation of the Autism Certification Program*

Complete the following documentation:
- *Data Collection*
- *Data Collection Summary*
- *Evaluation of Autism Certification Program*

Attach these documents to the *Module Three Competency Rubric* along with all the documentation from the video lesson and submit all the documentation for Module Three to your ACT mentor for acceptable completion approval.

MODULE THREE: Application and Implementation Documentation Forms List

The following forms are to be submitted for the completion of Module Three:

1. *Module Three Competencies Rubric* (attached)

2. *Lesson Plan* (attached)

3. Video

4. *Lesson Observation -Video Critique* (attached)

5. *Self Evaluation of Lesson & Video Critique* (attached)

6. *Data Sheet* (attached)

7. *Data Collection Summary* (attached)

8. *Evaluation of Autism Certification Program* (attached)

MODULE THREE FORMS

Autism Certification Program
Level 1 - Module Three Competency Rubric

Name: _____   Position: _____   Date: _____

District: _____   Phone: _____   Fax: _____

Site Address: _____   ACT Mentor: _____

Application and Implementation

Video and Critique of Learned Strategy	Documentation	Date Completed	Presenter	Location	Hours	ACT Mentor Initials
Video yourself implementing learned strategy in a 10-20 min lesson	☐ Lesson Plan ☐ 10-20 min. video					
Teacher/Administrator views video, completes video critique form and discusses video critique results/recommendations with candidate	☐ Lesson Observation-Video Critique					
Final self evaluation of Module three: Application and Implementation	☐ Self Evaluation of Lesson & Video Critique					
Data Collection	Documentation	Date Completed	Presenter	Location	Hours	ACT Mentor Initials
Collect data on targeted behavior for 3-5 days for at least a 20-40 minute activity per day	☐ Data Sheet					
Review data collection information	☐ Data Collection Summary					
Evaluation of SBCSELPA Autism Certification Program	☐ Overall Evaluation Autism Certification Program					

Attach ALL pertaining documentation to this rubric and submit complete package to ACT mentor for review.

☐ Module Completed Mentor Initials _____ Date: _____ Comments: _____
Autism Certification Program Completion Letter sent to ☐ Candidate, ☐ SpEd. Admin. and ☐ Personnel Analysis on; Date: _____
☐ SBCSELPA Autism Certificate of Competency sent to candidate on; Date: _____

Autism Certification Program
Lesson Plan

Name of Candidate:	Date:
Site for lesson:	Subject:
Estimated time for lesson:	Grade:
ACT Mentor:	

Preparatory

Standard/Functional Performance Indicator:	
Learning Objective:	
Assessment of Present Levels:	
How will you Assess the Learning Objective?	
Prerequisite Knowledge, Skills:	
Prerequisite Language, Vocabulary, and Alternate Communication	
Materials:	
Resources:	
Classroom Structure:	
Classroom/Individual Behavior Management:	
Instructional Prompting (verbal, visual, gestural, etc):	
Other Staff Responsibilities:	

Adaptations

Visual	Auditory	Kinesthetic/Tactile	Technology	Environment

Lesson

Anticipatory Set/Motivational Strategy: (pre-assess, review, present overview, identify key vocabulary, arouse interest, state objective and purpose)

Activate Prior Knowledge: (activate prior knowledge to connect with new learning, consider cultural, individual, and familial factors, emphasize key vocabulary)

Presentation/Model: (explain, model, scaffold, and/or demonstrate)

Check for Understanding: (ask, observe, quiz, collect data, involve all students)

Interaction: (vary groupings, peer share, peer modeling, teacher (candidate)/student interactions, wait time for student response)

Guided Practice: (students apply skill/concepts, monitor and give feedback, vary question types, assess each student)

Check for Understanding: (ask, observe, quiz, collect data, involve all students)

Closure: (students review, demonstrate, or summarize what they learned)

Independent Practice: (assignment allows students to practice or apply new skills with decreasing prompts/assistance)

Extension: (enrichment activity planned for students who finish early or for the whole class if needed)

Plans for Generalization: (student extends learning across settings and over time with supporting data, suggestions for carryover into home environments)

Student Assessment Results: (specifically related to learning objective supported by data sheets)

Teacher(candidate) Self-Assessment of Lesson: (what worked, what to change, revise and remember)

Other Comments:

Autism Certification Program
Lesson Observation – Video Critique – By Supervisor

Name of Candidate: _____Date: _____

ACT Mentor: _____ Supervisor: _____

Directions: Supervisor (teacher/administrator) please rate the candidate from 1-10 in each of the areas listed. Make a brief statement of strengths and needs observed. Candidate must demonstrate proficiency at a minimum of 7, on the scale of 1-10 to verify competency for each item. Please use the following scale as a guide in rating the candidate.

1-2 Poor	3-4 Fair	5-6 Adequate	7-8 Good	9-10 Superior

1. How does lesson apply to core curriculum?   # _____

2. Are materials age appropriate?   # _____

3. Is the behavior management positive and effective?   # _____

4. Does the candidate relate positively to the students?   # _____

5. Did the students participate in the lesson? How?   # _____

6. What teaching techniques were observed?   # _____

7. Were the objectives of the lesson clear?   # _____

8. Other observations and comments: # _____

Total # _____

Autism Certification Program
Self-Evaluation of Lesson and Video Critique

Independently complete this form after reviewing and discussing the video critique with your supervising teacher/administrator. Reflect on the lesson and the critique process. Evaluate your effectiveness in implementing the specific strategy and on your ability to accept constructive criticism. Consider the following factors: your knowledge of the strategy, level of preparation, experience and rapport with the students, how the students responded, method of reinforcement, reactive strategies, unanticipated difficulties and your receptiveness of accepting feedback from teacher/administrator.

Name: _____ Date: _____

Position: _____ School/Program: _____

ACT Mentor: _____

1. Briefly describe the implemented strategy:

2. Was the strategy successful? Why or why not?

3. How could the implementation of the strategy be improved? Consider time of day, sequence of activities, social setting, reinforcement, reactive strategies, etc.

4. What did you learn in the overall process of the lesson and the critique?

5. Describe how you will use the knowledge learned to improve student behavior and education benefit?

Additional Comments: _____

Santa Barbara County
Special Education Local Plan Area…………*A Joint Powers Agency*

Autism Certification Program
ABC Observation Data Sheet

For this component of the SBCSELPA Autism Certification Program you will select one student to collect behavioral data on. In order to do this, you must target a specific behavior for reduction. You must use one of the pre-approved data collection sheets to collect data on your student for three to five days for at least a 20-40 minute activity per day.

Student Initials: _____ Observation Date: _____ Time: _____

Observer: _____ Classroom Teacher: _____

School/Program: _____ ACT Mentor: _____

Staff	Time	Setting & Activity	Antecedent (What was happening just prior to the behavior occurring?)	Behavior (What did the student do or say?)	Consequence (What happened immediately after the behavior occurred?)	Hypothesized Function

Autism Certification Program
Duration Recording Data Sheet

For this component of the SBCSELPA Autism Certification Program you will select one student to collect behavioral data on. In order to do this, you must target a specific behavior for reduction. You must use one of the pre-approved data collection sheets to collect data on your student for three to five days for at least a 20-40 minute activity per day.

Name of Candidate: _____ Date: _____

Student Initials: _____ Observer: _____ ACT Mentor: _____

Behavior: _____

TIME FRAME

Date	Activity	Start	Stop	Duration of behavior	Comments

Autism Certification Program
Frequency Data Sheet

For this component of the SBCSELPA Autism Certification Program you will select one student to collect behavioral data on. In order to do this, you must target a specific behavior for reduction. You must use one of the pre-approved data collection sheets to collect data on your student for three to five days for at least a 20-40 minute activity per day.

Student Initials: _____ Observation Date: _____ Time: _____

Name of Candidate: _____ Classroom Teacher: _____

School/Program: _____ ACT Mentor: _____

List the behavior and describe in detail what it looks like in specific, observable, and measurable terms.

BEHAVIOR 1:

BEHAVIOR 2:

Use tally marks to note the number of occurrences of the target behavior(s).

TIME PERIOD	ACTIVITY & ENVIRONMENT	BEHAVIOR 1	BEHAVIOR 2	COMMENTS
TOTAL				

Comments: _____
_____
_____

Autism Certification Program
Data Collection Summary

For this component of the SBCSELPA Autism Certification Program you will select one student to collect behavioral data on. In order to do this, you must target a specific behavior for reduction. You must use one of the pre-approved data collection sheets to collect data on your student for three to five days for at least a 20-40 minute activity per day. In order to complete this portion of the certification, you will need to submit completed data collection forms and this Data Collection Summary form.

Name of Candidate: _____ Date: _____

Student gender: _____ Student age: _____ Student grade: _____ ACT Mentor: _____

Special Education eligibility: _____

1. Identify the target behavior:

2. Operationally define the target behavior in specific, observable and measurable terms (Describe in detail what the behavior looks like):

3. What was the time, activity, and setting in which data was collected? How long did the observation last?

4. How was the behavior measured? (i.e.: frequency, rate, duration, etc)

5. Why was this method of data collection selected?

6. Did this type of data give an accurate depiction of the behavior? Why or why not?

Autism Certification Program
Overall Evaluation of Autism Certification Program

Name of Candidate: _____ Date: _____

ACT Mentor: _____

Please evaluate the process you have just completed by placing a numerical value using chart below.

1-2 POOR	**3-4 FAIR**	**5-6 ADEQUATE**	**7-8 GOOD**	**9-10 SUPERIOR**

Module One: On-line Coursework

1. The effectiveness of SBCSELPA's POD Training coursework _____

2. The effectiveness of the AIM Training coursework _____

Module Two: Professional Development Events

3. The effectiveness of the professional development event focus areas _____

Module Three: Application and Implementation

4. The effectiveness of the video and critique of lesson experience _____

5. The effectiveness of the data collection experience _____

Please provide a brief narrative to the following questions:

Module One: On-line Coursework
6. How long did Module One take to complete?

7. How was the on-line experience for the POD Trainings?

8. How was the on-line experience for the AIM Trainings?

9. How did you feel about SBCSELPA's 20 question quizzes for the AIM trainings?

Module Two: Professional Development Events

10. Describe your experience with acquiring the needed documentation for module two.

11. Critique the Summary Sheet: does it need changes?

Module Three: Application and Implementation

12. Describe the video lesson and critique experience, any recommendations for changes.

13. Any recommendations/comments concerning the documentation for module three? (lesson plan, video, video critique, self-evaluation of lesson and video critique)

14. Describe your experience with the data collection process, any recommendations for improvement.

15. Any recommendations/comments concerning the data collection documentation? (data sheet, data collection summary)

16. Other comments for the Autism Certification Team:

Thank you. With your feedback we hope to continue improving our Autism Certification Program.

APPEAL PROCEDURES

If a candidate is denied the Autism Certification, the candidate has the right to appeal the decision of the Autism Certification Team. Appeals will be reviewed within one month of receipt of appeal, unless panel members are on summer break, then the appeal will be reviewed by October 1.

The appeal process provides:

1. Re-examination of all documentation by the Autism Certification Team

2. If the Autism Certification Team still denies certification, the JPA Board will review the decision and the pertaining documentation. The SBCSELPA Director will present the information from the Autism Certification Team to the JPA Board.

3. The final decision will be made by the JPA board after the presentation of the documentation.