



**Antioch University Santa Barbara Online**

\*\*AUSB is fully accredited by the Western Association of Schools and Colleges (WASC)\*\*

**Certificate in Autism Studies – Students (undergraduate and graduate) may register for the most applicable track**

<p align="center"><b>CEUS</b> Each course has been approved by the specific boards/accrediting bodies as <b>separate events.**not every course has been approved by all accrediting bodies. **CEUs are not transferable across boards and do not necessarily equal the same number of CEUs for each separate board.</b></p>	<p align="center"><b>Direct Support Professionals</b></p>	<p align="center"><b>Teachers/Educators/ Instructional Aides</b></p>	<p align="center"><b>Professionals/ Practitioners/ Paraprofessionals</b></p>	<p align="center"><b>** Antioch University Continuing Education credits (10 hours = 1.0 Credit) These credits were rounded up**and the formula used was the standard formula for figuring University Continuing Education Units - NONCREDIT</b></p>
ASHA, BBS, ACSI, APA, ACSI	Autism for Direct Support Staff	Autism in the Classroom	Understanding Autism	1.0 (10 hours)
BBS, BACB, ASHA, APA	Person Centered Planning	Person Centered Planning	Person Centered Planning	1.5 (15 hours)
ASHA, APA, BBS, BACB	Data Collection	Data Collection	Data Collection	.5 (5 hours)
ASHA, APA, BBS	Introduction to POSITIVE BEHAVIOR SUPPORTS	Introduction to POSITIVE BEHAVIOR SUPPORTS	Introduction to POSITIVE BEHAVIOR SUPPORTS	.5 (5 hours)
BBS, BACB	Overview of DISCRETE TRIAL TEACHING	Overview of DISCRETE TRIAL TEACHING	Overview of DISCRETE TRIAL TEACHING	.5 (5 hours)
ASHA, APA, BBS, ACSI	Addressing PB – Problem Behavior	Address PB in Classroom - PB	Addressing PB – Problem Behavior	.5 (5 Hours)
ASHA, APA, BBS, ACSI	Addressing PB – Conducting an FBA	Addressing PB in the Classroom – Conducting an FBA	Addressing PB – Conducting an FBA	.5 (5 hours)
ASHA, APA, BBS, ACSI	Addressing PB – Creating a Positive Support Plan	Addressing PB in the Classroom – Creating a Positive Support Plan	Addressing PB – Creating a Positive Support Plan	.5 (5 hours)
BBS, BACB, APA	Transitioning between Activities	Transitioning between Activities	Transitioning between Activities	.5 (5 hours)
BBS, BACB, APA	Visual Supports	Visual Supports	Visual Supports	.5 (5 hours)
BBS, BACB, APA	Working with Individuals with HFA and Aspergers	Working with Individuals with HFA and Aspergers	Working with Individuals with HFA and Aspergers	.5 (5 hours)
BBS, BACB	Advance POSITIVE BEHAVIOR SUPPORTS	Advance POSITIVE BEHAVIOR SUPPORTS	Advance POSITIVE BEHAVIOR SUPPORTS	1.0 (10 hours)
BBS, BACB	Introduction to PIVOTAL RESPONSE TRAINING	Introduction to PIVOTAL RESPONSE TRAINING	Introduction to PIVOTAL RESPONSE TRAINING	.5 (5 hours)
BBS, BACB	Advance PIVOTAL RESPONSE TRAINING	Advance PIVOTAL RESPONSE TRAINING	Advance PIVOTAL RESPONSE TRAINING	.5 (5 hours)
APA, BBS	Cultural Competency	Cultural Competency	Cultural Competency	.5 (5 hours)

**Total Certificate Program Hours: 95 hours**

For Information please contact us at [antioch-info@coursehost.com](mailto:antioch-info@coursehost.com) or visit our website at [antiochonline.coursehost.com](http://antiochonline.coursehost.com)

## **Topic Areas covered in the Certificate in Autism Studies**

### **Understanding Autism Spectrum Disorders**

Philosophy and Values  
Professionalism  
Autism as a Spectrum Disorder  
Historical Definitions of Autism  
Prevalence  
Causes of Autism Spectrum Disorders  
Characteristics  
Sensory Processing Issues  
Communication  
Social Interaction  
Biomedical Issues in Autism  
Understanding the individual with High Functioning Autism (HFA) and Aspergers Syndrome

### **Support Planning**

Self Determination  
Person Centered Planning tools  
Circles of Support  
PATH process  
Essential Lifestyle Planning  
Transition Planning  
Behavior Assessment Reports and Intervention Planning  
Rights and Informed Consent  
Communication

### **Addressing Problem Behavior**

Understanding the Problem Behavior  
Conducting a Functional Assessment  
Creating a Positive Support Plan  
Data Collection  
Models for Behavior support planning  
Positive Behavior Supports  
Applied Behavior Analysis  
Functional Communication Strategies

### **Specific Support Strategies**

Visual Supports  
Shaping and Chaining  
Using Reinforcement  
Transitioning between Activities  
Curriculum and Classroom Design  
Introduction to Pivotal Response Training  
Using specific PIVOTAL RESPONSE TRAINING strategies