

Autism Endorsement: Nature, Needs and Assessment

COMPONENT #: 1-103-301

POINTS TO BE EARNED: 60 MPP

PART I – PLANNING

DESCRIPTION: Write a brief description of content and intent of component.

This course is designed to enable the participant to identify characteristics associated with Autism Spectrum Disorders (ASD), to understand current trends and methodologies used in the instruction of these students, and to become familiar with current formal and informal assessments used in diagnosis, instructional planning and data collection.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

- | | |
|---|--|
| <input type="checkbox"/> Learning Communities | <input type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership | <input checked="" type="checkbox"/> Implementation |
| <input type="checkbox"/> Resources | <input type="checkbox"/> Outcomes |
| <input type="checkbox"/> Data | |

Florida Educator Accomplished Practices (check all that apply)

- | | |
|--|---|
| <input checked="" type="checkbox"/> Instructional Design and Lesson Planning | <input checked="" type="checkbox"/> Assessment |
| <input checked="" type="checkbox"/> The Learning Environment | <input type="checkbox"/> Continuous Professional Improvement |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation | <input checked="" type="checkbox"/> Professional Responsibility and Ethical Conduct |

Florida Leadership Standards (check all that apply)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Student Learning Results | <input checked="" type="checkbox"/> Decision Making |
| <input checked="" type="checkbox"/> Student Learning as a Priority | <input type="checkbox"/> Leadership Development |
| <input type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management |
| <input type="checkbox"/> Faculty Development | <input checked="" type="checkbox"/> Communication |
| <input checked="" type="checkbox"/> Learning Environment | <input checked="" type="checkbox"/> Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

- | | |
|--|---|
| <input checked="" type="checkbox"/> PS 2 – Knowledge of Learners | <input checked="" type="checkbox"/> PS 6 – Communication |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning | <input type="checkbox"/> PS 7 – Professionalism |
| <input checked="" type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input checked="" type="checkbox"/> PS 8 – Learning Environment |
| <input checked="" type="checkbox"/> PS 5 – Assessment | |

IMPACT FOCUS AREA(S): select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Educator knowledge/skill (content) | <input checked="" type="checkbox"/> Student learning |
| <input checked="" type="checkbox"/> Educator (professional growth) | <input type="checkbox"/> Organizational support and change |

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SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Identify the different disorders within the Pervasive Developmental Disorders Spectrum.
2. Differentiate the disorders based on the different characteristics associated within each disorder.
3. Describe common characteristics within the autism spectrum.
4. Compare and contrast the characteristics between high functioning autism and Aspergers Disorder.
5. Recognize the need for psychological assessment to determine eligibility for autism based on key indicators found in behavioral observations, anecdotal records, academic needs, and social communication functioning.
6. Identify eligibility criteria for Autism in the state of Florida.
7. Identify diagnostic criteria for autism from the Diagnostic and Statistical Manual of Mental Disorders IV Text Revision (DSM-IV TR).
8. Identify diagnostic criteria for Aspergers Disorder (DSM-IV TR).
9. Identify additional diagnostic criteria for other disorders under the Pervasive Developmental Disorders Spectrum (DSM-IV TR).
10. Compare and contrast the state's eligibility criteria for autism with the DSM-IV TR's criteria.
11. Understand the challenges that IEP team members have when determining appropriate placements for students meeting eligibility criteria for autism and for profoundly mentally handicapped.
12. Understand the challenges that IEP team members have to address when determining an appropriate placement and services needed for students with autism and emotional comorbidity.
13. Identify current evaluation instruments used in the diagnosis of autism.
14. Analyze the pros and the cons of 3 evaluation instruments used in the diagnosis of autism.
15. Describe the importance of parental input in the diagnosis of autism.
16. Describe the importance that sensory issues play in maladaptive behaviors exhibited by many students.
17. List and describe several assessment instruments currently used by M-DCPS psychologists in determining an intelligence quotient (IQ) for students.
18. Understand the pros and the cons of utilizing IQs as a measurement of an ASD student's potential.
19. Describe ways to determine a student's learning style as measured by several assessments.
20. Identify several formal and informal tests utilized by psychologists and teachers to determine academic levels of functioning.
21. Differentiate between state assessments and assessments used for instructional planning.
22. Differentiate between standardized and non-standardized assessments.
23. Develop an informal reading and math inventory.
24. Administer several reading and math assessments.
25. Determine an ASD student's priority educational needs based on specific assessments and behavioral observations.
26. Develop individual educational plan (IEP) goals and benchmarks based on formal and informal assessments of students with ASD.

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27. Identify the criteria utilized by the IEP team to determine exemption from state assessment participation.
28. Identify at least 2 locally approved alternate assessments that can be used with ASD students.
29. Determine which alternate assessments are appropriate for different functioning levels of students with ASD.
30. Identify social and behavioral supports needed for successful inclusion in general education settings for ASD students.
31. Describe and evaluate current trends and methodologies used in educating students with ASD.
32. List reasons for structuring the classroom environment for students with ASD.
33. Describe how to physically structure a self-contained autistic classroom.
34. Describe several types of environmental structures and visual systems used in classrooms of students with autism and how these structures and systems are used to meet individual student's needs.
35. Describe physical and visual strategies that can be used to accommodate a student with ASD in a general education classroom.
36. Categorize the different types of visual schedules used based on a student's educational and cognitive abilities.
37. Differentiate between work systems used with high functioning/Aspergers students and those used with ASD students in self-contained classrooms.
38. Identify the principles and components of discrete trial.
39. Describe the difference between discrete trial, applied behavior analysis, and structured teaching.
40. Identify and distinguish between a variety of curricula and methodologies used to provide instruction for students with ASD.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Attend the instructor's lecture and demonstration on:
 - o Characteristics of ASD
 - o Assessment and Diagnosis
 - o Individual Learning Goals/IEP/Curricula
 - o Teaching Methodologies
2. Read several case synopses and a transcript of an actual case dealing with the education of students with autism. Working in groups, identify key components for effective programming that must be evident in programs for students with autism.
3. Develop three (3) different types of visual schedules.
4. Given a case study, each group of participants will develop different priority educational needs, goals, benchmarks, and accommodations for a student with ASD included in a general education classroom.
5. Given two (2) psychological reports for different students with ASD, compare and contrast the different assessments utilized in determining eligibility.
6. Determine if the two (2) students whose psychological reports were reviewed in class should participate in state and district assessment.

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7. Review Florida Standards and Access Points, and develop a weekly lesson plan identifying objectives from different curriculum.
8. Review educational eligibility criteria for autism from the handouts taken from the Programs and Procedures Manual for M-DCPS, and Rule 6A-6.03023, Florida Administrative Code, Exceptional Student Education Eligibility for Students with Autism Spectrum Disorder.

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- X Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled “Impact Focus Areas”). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator Knowledge/skill: Will consist of observation of participants using the identified skills, techniques, methods, specified in the component objectives during the learning events; will also include reflective journal entries of participants after receiving feedback from their peers, complete a pretest and post test or other valid measure to show increased competency on 80% of the component objectives (SLO 1-40).
2. Educator: Evidence will include classroom walk-throughs, student materials, parent communication, surveys, participant reflections, participant portfolios, develop an appropriate lesson plan for students with ASD (SLO 1-40).
3. Student Learning: Evidence will include evidence of implementation through documented impact on student achievement.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- X Evaluate the impact of all professional learning on educator’s practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.
- X Determine the degree to which educator’s professional learning contributed to student performance gains as measured by classroom assessment data.

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- Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

Date Approved: 5/20/2014

Department: SPED

Name of Author/Position: Liliana Salazar - District Director