

Autism Endorsement: Implementation of Field-Based Experience (Capstone)

COMPONENT #: 1-103-302

POINTS TO BE EARNED: 60 MPP

PART I – PLANNING

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

This component is designed to enable the participant to become familiar with current formal and informal assessments used in diagnosis and instructional planning for students with Autism Spectrum Disorders (ASD) and to integrate interventions and curriculum planning in academics, social skills, behavior, and communication. It is a capstone in integrating all of the knowledge regarding interaction, teaching strategies and curriculum (academics, behavior, communication, and life skills) for students with ASD.

As a result of completion of this in-service activity, the participant will use strategies appropriate for students with ASD.

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 checked="" 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 type="checkbox"/> Student Learning Results | <input type="checkbox"/> Decision Making |
| <input 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 type="checkbox"/> Communication |
| <input type="checkbox"/> Learning Environment | <input 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 checked="" type="checkbox"/> PS 7 – Professionalism |
| <input checked="" type="checkbox"/> XPS 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.

AUTISM ENDORSEMENT: Implementation of Field-Based Experience (Capstone)

COMPONENT #: 1-103-302

X Educator knowledge/skill (content)
X Educator (professional growth)

X Student learning
 Organizational support and change

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 diagnostic criteria for Autism Spectrum Disorder from the Diagnostic and Statistical Manual of Mental Disorders V (DSM-V)
 - o Social (Pragmatic) Communication Disorders 315.39 (F80-89)
 - o Autism Spectrum Disorder 299.00 (F84.0)
2. Identify education eligibility criteria for ASD in the state of Florida.
3. Identify current evaluation instruments used in the diagnosis of ASD and recognize the need for psychological assessment to determine eligibility for ASD based on key indicators found in behavioral observations, anecdotal records, academic needs, and social communication functioning.
4. Describe the importance of parental input in the diagnosis of ASD.
5. Identify several formal and informal tests utilized by psychologists to determine IQ and academic levels of functioning.
6. Identify and differentiate between state assessments and assessments used for instructional planning:
 - o Determine and prioritize the educational needs of a student with ASD based on specific assessments and behavioral observations.
 - o Develop IEP goals and benchmarks based on formal and informal assessments of students with ASD.
 - o Identify the criteria utilized by the IEP team to determine exemption from state assessment participation.
 - o Discuss the limitations of formal or informal assessment with students with ASD.
7. Differentiate between standardized and non-standardized assessments.
8. Demonstrate understanding of how to physically structure or modify a classroom to accommodate the needs of students with ASD.
9. Describe and demonstrate several types of environmental structures and visual systems used in classrooms of students with ASD and how these structures and systems are used to meet individual students' needs.
10. Describe and demonstrate physical and visual strategies that can be used to accommodate a student with ASD in a general education classroom.
11. Describe and demonstrate how different types of visual schedules are used based on a student's educational and cognitive abilities.
12. Differentiate between work systems used with high-functioning/Asperger's students and those used with ASD students in self-contained classrooms.
13. Demonstrate an understanding of the difference between discrete trial, applied behavior analysis, incidental, and structured teaching.
14. Describe and demonstrate how appropriate assessment guides effective instruction for students with ASD.
15. Identify individual communication needs of students with ASD based on assessment:
 - o Identify and describe various communication assessment tools used with students with ASD.

AUTISM ENDORSEMENT: Implementation of Field-Based Experience (Capstone)

COMPONENT #: 1-103-302

- Identify three (3) activities which facilitate communication interaction in the home and in school.
 - Name four (4) areas of communication assessment.
 - Identify three (3) characteristics indicative of success with augmentative communication systems.
 - Explore a variety of systems used to promote communication and language development.
16. Design strategies for developing comprehensive behavioral and social intervention plans:
- Write individualized behavioral goals and benchmarks.
 - Identify alternative behavioral management techniques to be used in a variety of settings.
 - List and describe the five (5) key components of a Student Profile that can affect an individual BIP.
 - Formulate interventions based on the functions of a behavior rather than the overt behavior.
 - Identify two academic supports that can reduce problematic behaviors in students with ASD.
 - List and describe the five (5) possible areas associated with sensory issues for a student with ASD.
 - Describe the cautions to keep in mind when utilizing sensory strategies as consequences rather than as positive behavioral supports (PBS).
 - Develop lifestyle interventions based on data from functional behavior assessment

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:
 - Assessment and Diagnosis
 - Teaching Methodologies
 - Functional Assessment of Behavior
 - Communication Assessment
 - Local, state, and federal compliance
2. Read several case synopses and a transcript of an actual case dealing with the education of students' with ASD. Working in pairs, identify key components for effective programming that must be evident in programs for students with ASD.
3. Given a case study, each table of participants will develop different priority educational needs, goals, benchmarks, and accommodations for a student with ASD included in a general education classroom.
4. Given two (2) psychological reports for different students with ASD, the participants will compare and contrast the different assessments utilized in determining eligibility.
5. Determine if the two (2) students whose psychological reports were reviewed in class should participate in state and district assessment.
6. Identify the role that the IEP team plays in determining appropriate program placement for students with ASD and other related disabilities.

AUTISM ENDORSEMENT: Implementation of Field-Based Experience (Capstone)

COMPONENT #: 1-103-302

7. Review and discuss educational eligibility criteria for ASD.
8. Discuss the difference between formal and informal assessments and specify several assessments used in planning instructions for students with ASD.
9. Provide comprehensive feedback to peers, using a class designed form, on each component of portfolio presented in class.

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).

- Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- 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.
- 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.
2. Educator: Evidence will include classroom walk-throughs, student materials, parent communication, surveys, participant reflections, participant portfolios. Participant will provide evidence of improved instructional practices by creating an action plan to be implemented at the school site.
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).

- 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.
- Determine the degree to which educator’s professional learning contributed to student

AUTISM ENDORSEMENT: Implementation of Field-Based Experience (Capstone)

COMPONENT #: 1-103-302

performance gains as measured by classroom assessment data.

- 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

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