

**Draft Copy of National Teacher Standards: Autism Spectrum Disorders
Under Review by the Council for Exceptional Children (CEC)
Fall 2007-Spring 2008**

Characteristics

K1 : Current research related to etiology, specifically that ASD is a neuro-developmental disorder and multiple genetic and environmental factors may contribute to its development

S

Articulate awareness of etiological factors during discussions with parents and staff.

S

Interpret and relay current research findings in lay person terms or jargon free language

K2 : Criteria used to diagnose or identify the continuum of autism spectrum disorders as defined by the most current version of the DSM and the IDEA.

S

Describe the core and associated characteristics of individuals with ASD.

S

Describe the distinguishing features between disorders on the autism spectrum.

K3 : Range of co-existing learning, mental health, medical, and genetic conditions that exist at a higher rate than the general population for individuals with ASD.

S

Identify information regarding co-existing conditions

Assessment

K4 : Issues related to diagnosis and identification of a child suspected of having ASD, including awareness of federal and state legal guidelines, and ethical implications and obligations.

S

Apply knowledge of legal guidelines and ethical standards for assessment.

S

Practice non-biased assessment

S

Collaborate with comprehensive, multidisciplinary evaluation team.

K5 : Processes of diagnosis and identification of ASD, including specialized terminology and assessment tools.

S

Differentiate the processes of diagnosis and identification.

S

Collect and review pre-referral intervention data.

S

Use procedures and instruments to screen and evaluate for ASD eligibility and determine needs.

Assessment (continued)

K6 : Comprehensive assessment using evidence-based approaches, varied forms of assessment, and current instruments available locally and nationally.

S

Select evidence based assessment tools.

K7 : Key areas for assessment and intervention in communication; social and emotional understanding; understanding routines and conventions; self-care and independence skills; and learning style.

S

Ascertain the needs of an individual in the areas of communication, social, and emotional understanding, learning style, and self-care skills to guide interventions.

K8 : Importance of ongoing evaluation of strengths and needs in varied contexts.

S

Continually assess and document a student's strengths and challenges in the areas of socialization, communication and behavior.

S

Continually evaluate and document progress on IEP goals and objectives using: a) rating scales; b) observations based on frequency, duration or amplitude of behaviors; c) observations based on correct responding, errors and adult prompts; d) observations based on level of independent performance; and e) interviews with key informants (families, teachers, peers)

Instructional Planning

K9 : General education curriculum, with an emphasis on all essential learning requirements and appropriate strategies, materials, and supports to facilitate the success of students with ASD in these areas.

S

Apply principles of LRE in the education of students with autism through adapting tests and testing situations; modifying and augmenting curriculum; identifying and supporting general education settings; and developing and implementing peer support programs.

K10 : Methods for planning systematic instruction based on learner characteristics, and previous and ongoing assessment.

S

Extract key information from assessments and educational records in order to inform future practices.

S

Interpret and apply assessment data to drive program recommendations, services, appropriate interventions and IEP development of individuals with ASD.

S

Accurately collect and interpret data to document outcomes for students with ASD, and make necessary changes in programming when indicated with the family and team.

S

Explain to students, parents and professionals assessment results and their implications.

S

Match instructional approach to needs of individual and the target skill or knowledge.

Instructional Planning (continued):

K11 : Importance of multidisciplinary planning and collaboration to increase the success of individuals with ASD.

S

Coordinate with building personnel to develop and implement multifaceted supports in general education and school-wide settings.

S

Prepare school staff and community members for effective interaction with individuals with ASD.

S

Actively engage individual with ASD in IEP and life planning.

S

Listen to families in a non-judgmental way and make good use of the information they contribute regarding their child.

S

Give and receive constructive feedback.

S

Build consensus among team members.

S

Provide structure and on-going training and support to paraprofessionals.

K12 : *(not supplied in draft, presumably...)* Importance of generalization of skills across multiple settings to assure proficiency.

S

Write objectives, plan instruction, and evaluate progress across domains and disciplinary areas collaboratively.

S

Embed individualized goals, objectives, teaching strategies, and supports across settings to meet both IEP mandates and content standards.

S

Prepare social environments to include and support individuals with ASD.

K13 : Range of benefits and how to access high and low technology applications across all areas of development.

S

Use assistive technology to meet the needs of students across settings.

K14 : Collaborative preparation needed for transition between grades and schools.

S

Develop and implement a plan to transition the student between grades.

S

Share a thorough profile of the individual with ASD's environmental, sensory, social, communication, and support needs: and strengths and emerging skills, with their family, and the current and future educational team(s).

S

Prepare an individual for next setting by teaching social and behavioral skills that will increase success in the future.

Instructional Planning (continued):

K15 : Collaborative, student-centered preparation for transition from high school to adult life.

S

Collaborate with educational team members, adult services, and the individual and their family to plan transition to adulthood that encourages full community participation.

S

Identify job-match for student based on job requirements and individual's preferences and characteristics.

S

Provide student with multiple job experiences.

S

Explore higher education options.

S

Identify accommodations that may be carried over in the workplace.

Instructional Strategies Independence & Transition

Instructional Strategies:

K16 : Individualized and intensive programming, that matches educational approaches to the needs of students, ensures high levels of engagement, and leads to achievement of meaningful outcomes.

S

Implement instructional strategies, ranging from adult directed to embedded, that promote the generalization of skills across domains and settings.

S

Utilize the strengths that children bring to a learning situation to reinforce and maintain previously learned skills, and to build on these strengths when teaching new skills.

S

Integrate student special interests and motivating materials, activities and routines across curriculum.

K17 : Principles and application of applied behavioral analysis and positive behavior supports as used in education of individuals with ASD.

S

Demonstrate consistent use of proactive strategies and positive behavioral supports for individuals with ASD.

S

Implement prompting, fading, chaining, shaping and reinforcement strategies to teach and facilitate the generalization of skills.

S

Consider how the behaviors of individuals with ASD are impacted by the environment, the demands in the environment, and individual perceptions of those factors.

S

Consider neurological, biomedical, communication, sensory, environmental and social challenges when analyzing behavioral data and developing behavior intervention plans.

Instructional Strategies Independence & Transition (continued)

K17

S

Conduct functional behavioral assessments (FBA) to determine what motivates and maintains a challenging/interfering behavior.

S

Based on the functional behavior assessment, develop a methodically sound and ethical behavior intervention plan, which teaches socially acceptable replacement behavior that meets the student's needs.

S

Collect data and use data based decision making to measure the effectiveness of the behavior intervention plan and modify as necessary.

S

Develop strategies for targeting, defining, assessing, measuring, and analyzing behavior and its communicative intent.

S

Develop strategies for replacing, increasing, maintaining, and decreasing various behaviors.

S

Develop strategies to increase an individual's self-awareness, ability to regulate own behavior.

S

Develop strategies to increase flexibility of thought.

S

Complete task analysis and translation of task analysis into an instructional program.

K18 : Range of environmental supports, particularly organization and structure that help create predictable environments, therefore maximizing learning for students with ASD.

S

Use a variety of visual supports.

S

Arrange environment to define physical space, boundaries, play and work areas.

S

Organize and label materials.

S

Provide environmental and structural accommodations across learning environments for students with ASD.

S

Consistently implement routines, schedules, and sequences of events and activities.

K19 : Key ways adults need to modify their communication style as well as their spoken and non-verbal language, to enable a child with ASD to understand them.

S

Communicate with individual with ASD in effective manner, continually monitoring their comprehension.

S

Take responsibility to interpret misunderstanding and repair the interaction (social or communicative).

S

Use assistive technology and augmentative alternative communication to aid in student's comprehension and level of engagement.

S

Adjust personal and instructional behavior as necessary during instruction.

Instructional Strategies Independence and Transition (continued):

K20: Process of developing verbal and non-verbal communication skills of students.

S

Arrange the environment to facilitate spontaneous communication.

S

Create opportunities for communication across settings, people and materials.

S

Provide communicative input that follows the student's intentional lead.

S

Provide language input that describes/expands the student's verbal or nonverbal communicative message.

S

Design and implement instructional programs that promote effective communication skills using appropriate verbal, augmentative, and alternative communication systems for individuals with ASD.

S

Teach the purpose of communication and how it enables effective interaction with adults and children.

K21 : Importance of social skill development for overall quality of life as well as success in school and work environments.

S

Design and implement programs that promote social skill competence through skill knowledge, acquisition, application and generalization.

S

Develop skills for both social initiating and responding.

K22 : Typical play and leisure skills, and methods and strategies for developing play and leisure skills in individuals with ASD.

S

Provide varied instruction on and opportunity to practice play and leisure skills.

K23 : Activities and techniques for developing self-help, independent living, transportation, community, safety, nutrition, and leisure skills.

S

Foster independence across domains and provide supports as necessary in school and community settings.

S

Explicitly teach unstated rules and customs that govern social behavior.

K24 : Importance of providing opportunities to individuals to manage and be responsible for their materials in the classroom, at home, and in other settings.

S

Create opportunities and provide supports to learners across environments for students to organize and maintain personal materials.

K25 : Difficulty in understanding own sexuality and its appropriate expression for individuals with ASD.

S

Talk and plan with individuals and their families around sensitive issues of menstruation, masturbation and sexual behavior at home, school, and in the community.

Professional Practice

K26 : Resources on ASD including publications/journals, state and national agencies, organizations, and websites.

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Remain informed of current research, legislation and debate concerning ASD.

S

Participate in the activities of professional organizations in the field of ASD.

S

Share current research and other resources regarding ASD with families, professionals and relevant others.

K27 : criteria for evaluating effectiveness of an intervention or strategy for use with individuals with ASD.

S

Consider an intervention's rationale, aims, limitations, practice, the individuals for whom it is intended, the likely outcomes and the evidence for its effects.

S

Evaluate own practice and adjust accordingly.

S

Use evidence based practices in identification, instruction, and intervention across the life span.

S

Access information regarding theories, research, medical and legal requirements and their relation to current promising practices in education for individuals with ASD.

S

Work with family members and other team members to make informed decisions about existing and potential intervention strategies.

K28 : Legal issues that impact education and practice in the field of special education and related services for individuals with ASD.

S

Remain informed on legal issues in the education of individuals with ASD.

K29 : Impact of core and associated characteristics of ASD on family dynamics and functioning.

S

Demonstrate respect for the family's culture, dynamic, and values and the impact the diagnosis may have on the entire family's functioning.

S

Connect families to educational and community resources.

K30 : Models and approaches to training for families, professionals, and community members.

S

Act as a positive role model for the acceptance, treatment and interaction with individuals with ASD and their families.

S

Provide strategies, coaching, and skill training for families, professionals, paraprofessionals, school staff and other community members to work more effectively with individuals with ASD.