



SUBCOMMITTEE RECOMMENDATION REPORT TO OREGON COMMISSION ON AUTISM SPECTRUM DISORDER

Subcommittee: EDUCATIONAL ENDORSEMENT / CERTIFICATION

Report Date: JUNE 2010

ISSUES: *The numbers and needs of children and youth with ASD have outgrown the current capacity of educational personnel. There are not enough skilled ASD Specialists, behavior specialists and teachers of children with ASD to meet the demand. Best practice in the field of ASD is changing rapidly. Some ASD Specialists and teachers lack the most current information and ability to apply appropriate strategies. Oregon does not have a TSPC endorsement for ASD Specialist. Oregon does not have Board Certification for Behavioral Analyst.*

RECOMMENDATION: #1 ASD NETWORK OF LEADERSHIP

There are qualified ASD Specialists available statewide to provide Outreach Expertise support to local districts and EI/ECSE programs to work in collaboration with the Network of Leadership and Excellence in ASD team to implement the Oregon ASD Guidelines for Effective Programming for Learners with ASD. Reference Educational Redesign Recommendations.



1A: Qualified ASD Specialists must have a minimum of three years prior experience working with students with ASD.

1B: For each identified role of ASD specialist providing Outreach Expertise there is a set of competencies:

- Identification and Assessment
- EI/ECSE (Birth-5) Program Support
- District (K-21) Program Support
- Interagency Transition Support
- Family Training and Coaching

1C: ASD Specialist may document and demonstrate competencies for more than one role related to ASD Outreach Expertise.



RECOMMENDATION: #2 COMPETENCIES

Multiple pathways exist to document and demonstrate competencies as an ASD Specialist.



2A: TSPC offers an endorsement for an ASD Specialist attached to one of the following Oregon licenses currently offered by TSPC and with a minimum of three years working with learners with ASD : Special Educator | Early Intervention/Special Education | Speech Language Pathologist | School Psychologist

2B: An ASD Structured Professional Development Certificate is offered to licensed professionals with a minimum of three years working with learners with ASD. Professionals document and demonstrate competencies for one (or more) of the following areas: Special Educator | Early Intervention/Special Education | Speech Language Pathologist | School Psychologist

2C: University training programs in Oregon offer consistent coursework statewide to address competencies and TSPC standards.





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RECOMMENDATION: #3 OVERSIGHT

An entity exists to oversee the implementation of the ASD Structured Professional Development Certificate.



3A: A representative from each University program offering a teacher-training program designed to meet TSPC ASD endorsement standards, a member of the Network for Leadership and Excellence in ASD, an ASD Specialist providing ASD Outreach Expertise, and a parent serve on this oversight entity.

3B: The entity for approving the ASD Structured Professional Development Certificate works with the Network of Leadership and Excellence in ASD team to provide continuous review and update of the competencies based on ongoing research in ASD.

3C: Each competency will be matched to options for providing documentation and demonstration of competence (e. g. coursework, workshop training and implementation, work samples, video demonstration).



RECOMMENDATION: #4 CURRENT SPECIALIST TIMELINE

ASD Specialists employed in Oregon at the date of implementation of an endorsement will have three years to document and demonstrate competencies for the role they serve.



4A: In year one, existing ASD specialists will complete the self-assessment of competencies and submit a written plan for approval documenting how they plan to document and demonstrate competence by the end of the three years.



Potential RECOMMENDATION: #5 EDUCATIONAL STAFF TRAINING

For each staff providing instruction to learners with ASD there is a set of basic criteria and related professional development activities. Reference Educational Redesign Recommendations.



5A: Special Education Teachers working with learners with ASD meet criteria for qualified staff as identified in the *Oregon Guidelines for Effective Programming for Learners with ASD*.

5B: Speech & Language Pathologists working with learners with ASD meet criteria for qualified staff as identified in the *Oregon Guidelines for Effective Programming for Learners with ASD*.

5C: Paraprofessionals working with learners with ASD meet criteria for qualified staff as identified in the *Oregon Guidelines for Effective Programming for Learners with ASD*.

5D: General Education Teachers working with learners with ASD meet criteria for qualified staff as identified in the *Oregon Guidelines for Effective Programming for Learners with ASD*.

5E: Board Certified Behavior Analysts working with learners with ASD meet criteria for qualified staff as identified in the *Oregon Guidelines for Effective Programming for Learners with ASD*.

5F: School Administrators will participate in professional development activities related to the understanding of learners with ASD.