

OREGON COMMISSION ON AUTISM SPECTRUM DISORDER
LONG-TERM VISION

April 6, 2021

Review Date: January, 2022

1. PROFESIONAL TRAINING

1.1 Degree and Certification Programs:

1.1.1 Human behavior basics: biology and psychology. All training programs for educational, social service, and physical and mental health care professionals will include training in the current biology and psychology of behavior that includes the social emotional aspects of human behavior and the interplay between social, emotional, cognitive, sensory, and motor functioning. The training will be at a level appropriate to the scientific level of the professional discipline.ⁱ

1.1.2 Human behavior basics: early development. All training programs for educational, social service, and physical and mental health care professionals will include training in birth to five developmental psychology and its impact on subsequent behavior.ⁱⁱ

1.1.4 Childcare workers. Licensed family day care and center-based childcare workers will receive suitable training in the biology and developmental psychology of human behavior (including the social emotional aspects of behavior) and the interplay between social emotional, cognitive, sensory, and motor functioning. The training will also include ASD indicators.

1.1.7 Public safety officers and correctional personnel. As part of their initial certification, public safety officers and correctional personnel who interact with inmates will receive human behavior basics and ASD-specific training suitable to their roles.

ⁱ **Rationale:** Modern health, education, and social service professions are largely based on scientific disciplines that are themselves siloed and narrowly focused. The last two decades have produced a tremendous amount of biological and psychological research on human behavior that is directly relevant to successful interventions and education, not only for individuals with ASD, but also for individuals with other disabilities/disorders. Among the most significant findings are the degree to which different types of functioning are integrated throughout development and in producing behavior at any point in time. Of particular relevance to ASD are relatively recent findings on the importance, biology, and psychology of social emotional interaction. Yet current child development textbooks, for example those published by Pearson, continue to review development in silos (physical development, cognitive development, and social development), without any indication of how these areas of functioning affect each other either developmentally or at any given moment in time. Nor do they address how the nervous system functions to produce behavior. A basic understanding of psychology and of the nervous system that integrates all of the major domains of functioning are keystones to understanding the human beings that health, education, and social service professionals deal with every day.

ⁱⁱ **Rationale:** While humans and their brains develop throughout their lives, early experience not only affects subsequent brain development to a unique degree, but also lays the foundation for social, emotional, and cognitive functioning throughout life. Understanding these processes is critical to understanding all developmental disabilities, disorders arising from early childhood environmental disturbances, and the range of typical functioning both within a single culture and across cultures.