New York State Education Department

Syllabus (Outline) for

Training or Course Work in

the Needs of Children with Autism

THE UNIVERSITY OF THE STATE OF NEW YORK

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INTRODUCTION

In response to the growing number of children being diagnosed with autism, the Legislature enacted Chapter 143 of the Laws of 2006 to amend Sections 3004(4) and (5) of the Education Law to require that all persons applying for a teaching certificate or license on or after February 2, 2007, as a special education teacher or as a school administrator who works in special education, complete course work or training in the needs of children with autism. Special education teachers include those with certification titles in *special education, students with disabilities, teaching students who are deaf or hard-of-hearing, teaching students who are blind or visually impaired,* and *teaching students with speech and language disabilities.*

In 2008, the Legislature enacted Chapter 484 of the Laws of 2008, which further amends Sections 3004(4) and (5) of the Education Law by extending the timeframe for those applying for a teaching certificate or license as a special education teacher to complete such course work or training from February 2, 2007 to September 2, 2009. The new legislation also clarifies that school administrators and supervisors assigned on or after September 2, 2009 to serve as special education administrators must complete training in the needs of autistic children as soon as practicable after their assignment. Certified school administrators or supervisors assigned to serve as special education administrators prior to September 2, 2009 are required to have enhanced training in the needs of children with autism by such date. The legislation also extends the timeframe that institutions of higher education must add enhanced course work or training in autism to their special education programs until the 2008-2009 academic year. The amendment allows enhanced course work or training in autism to be provided as part of the school district's or BOCES professional development program.

To implement this legislation, additions and amendments have been made to the Regulations of the Commissioner of Education, effective July 11, 2008. These regulations:

- detail the required components of such course work or training within special education programs at institutions of higher education (Section 52.21);
- require that candidates applying for a certificate in special education through individual transcript evaluation to have training in the needs of students in autism by **September 2, 2009** (Section 80-1.12);
- set forth the standards for course work and training and establish the application process for organizations seeking to become approved providers of such course work or training (Subpart 57-3); and
- require the Department to develop a syllabus for providers offering such course work or training (Subpart 57-3).

The law requires that the course work or training must be obtained from an institution or provider that has been approved by the State Education Department to offer such course work or training, must follow the Department's Autism Syllabus (outline) (see Attachment A), and must meet the minimum time requirements.

Subpart 57-3 of the Commissioner's Regulations defines the entities eligible to serve as providers of training or course work in the needs of children with autism. Under the Regulations, a provider must be one of the following:

- Teachers' or professional organization or association
- School district
- Board of Cooperative Educational Services (BOCES)
- Nonpublic school
- Institution of higher education (Note: New York State institutions with approved students with disabilities program leading to certification are exempt from the application process and deemed approved, pursuant to Subpart 57-3.7.)
- Hospital
- Health care facility
- Government agency or office
- Social service agency
- Any other organization whose purpose is the provision of course work in the needs of students with autism.

Attachment A

New York State Syllabus (Outline) for 3-hour training or course work in the needs of students with autism

Topic	Topic components must include, but are not limited to:	Time Allotment	Participant Learning Outcomes
Definitions	• Individuals with Disabilities Education Act (IDEA) and Part 200 of the Regulations of the Commissioner of Education • DSM-IV Criteria	10 minutes*	Participants will know the definitions of autism for purpose of special education eligibility and autism spectrum disorder (ASD) as a pervasive developmental disability.
Etiology and Prevalence	• Etiology • Current national and State statistics regarding the number of individuals with autism	10 minutes*	Participants will be introduced to etiological findings and become familiar with the most current statistics regarding the prevalence of ASD in children.
Characteristics	More common: • Autistic Disorder • Pervasive Developmental Disorder not otherwise Specified (PDD-NOS) • Asperger's Syndrome	20 -25 minutes*	Participants will know some of the common characteristics on the autism spectrum.
	Less common: • Childhood Disintegrative Disorder • Rett's Disorder	5-10 minutes*	
Evidence Based Instructional Methods/Interventions for Teaching Students with ASDs	• Introduction to evidenced-based instructional methods/interventions used to support students with ASD in the areas of communication, sensory, social skills and academic learning needs. • Designing educational environments to maximize learning. • Maintenance of skills and generalization of	80 minutes*	• Participants will recognize the research surrounding autism. • Participants will know some of the different evidenced-based instructional methods/interventions that are available for working with students with autism. • Participants will understand the value of data collection and analysis as an on-going formative assessment

Topic	Topic components must include, but are not limited to:	Time Allotment	Participant Learning Outcomes
	skills to new environments.		tool to monitor progress and improve instruction. • Participants will have an understanding of how autism affects communication along the spectrum.
Behavior Management and Positive Behavioral Supports	• Introduction to behavior management strategies, positive behavioral interventions and supports for students with ASD, including the use of functional behavioral assessment to direct intervention planning for students who display challenging behaviors. • Introduction to resources for using positive behavioral interventions and supports at the individual, class and schoolwide levels.	30 minutes*	Participants will have an understanding of specific behavioral challenges and positive interventions for students with ASD and will become more knowledgeable about the resources available to support students with ASD.
Effective Collaboration, Resources and Supports	• The need for school district and administrative support and information about ASD. • The role of the educator and administrator in providing strategies and information about working effectively and collaboratively with students with ASD to school staff, parents and others. • Understanding the impact of ASD on the family and promoting family involvement. • Resources available to	20 minutes*	• Participants will understand the value of: using cross-disciplinary service delivery systems; supporting students with ASD in the general education environment and communicating effectively with and supporting the family. • Participants will become aware of resources to support students with ASD and their families: early childhood supports, community service agencies, transitional support services and

Topic	Topic components must include, but are not limited to:	Time Allotment	Participant Learning Outcomes
	support students, parents, and schools.		Vocational Rehabilitation Services, advocacy groups and associations, and the *Autism Program Quality Indicators.*

* These are minimum amounts of time for each topic. However, due to the nature of the topic components, it is anticipated that there will be an overlap of topic discussions. For example, during the 80 minute time period for *Evidence Based Instructional Methods/Interventions for Teaching Students with ASD*, it is likely that some characteristics of students with ASD would again be discussed.