

## 08-5 Study Group Meeting Dates and Participants

### List of designees and meeting dates 2008-2009

<b>July 16</b> <b>August 8</b> <b>September 4</b> <b>October 2</b> <b>October 17</b> <b>October 31</b>	<b>November 6</b> <b>November 13</b> <b>November 16</b> <b>November 24</b> <b>December 4</b> <b>December 11</b>	<b>December 16</b> <b>December 23</b> <b>December 30</b> <b>January 8</b> <b>January 14</b> <b>January 22</b>
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## **Special Act 08-5: Statewide Reviewer Support**

The Special Act 08-5 feasibility study group has been tasked to develop a working definition for *autism and other developmental disabilities* and create a set of recommendations for a state-wide plan to incorporate teaching methods into teacher preparation programs, certification requirements, and staff development for in-service school personnel specific to meeting the needs of these learners. The following individuals/groups have been integral to the work of the feasibility study group with respect to voluntary service as reviewers, readers, advisors, or evaluators of work on the definitions, survey content, preliminary findings, and/or overarching recommendations:

Lois Rosenwald, Connecticut Autism Spectrum Resource Center & Parent  
Patricia Anderson, Bureau of Special Education  
Michael S. Smith, Bureau of Special Education  
Maria Synodi, Bureau of Special Education  
Georgette Nemr, Bureau of Educator Preparation & Standards  
Kim Newgass, Autism Society of Connecticut & Parent  
Roger Frant, Independent Consultant  
Shannon Knall, Autism Speaks & Parent  
Catherine Kurkjian, Connecticut Association of Reading Researchers  
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Beth Yurman, Regional School District No. 9  
Linda Goodman, Birth to Three  
Daniel Comeau, Parent  
David Cormier, Independent Consultant  
Sue Rosenfield, Waterford Public Schools  
Erica Ploof, Parent  
Kate Weingartner, State Education Resource Center  
Deirdre Fitzgerald, Eastern Connecticut State University  
Sherri Edgar, Connecticut Parent Advocacy Center  
Kate Zhao, Bureau of Data Collection, Research & Evaluation  
Iris White, Bureau of School Improvement, former paraprofessional  
Chase Dunlap, Manchester High School  
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Mary Beth Bruder, UCEDD  
Ron Morin, EASTCONN  
Mark Kostin, EDUCATION CONNECTION  
Nitza Diaz, SERC  
Gayle Donawitz, LEARN  
Tom Parvenski, CREC  
Liz Mackenzie, C.E.S.  
Donn Sottolano, ACES  
Juleen Flanigan, EDUCATION CONNECTION  
Stacy Hultgren, Benhaven

## Review of Key Policy and Research Documents

The study group reviewed the following key documents to define terms, clarify language, develop criteria and guide discussions concerning the definition for autism and other developmental disabilities:

- Connecticut General Statutes (CGS) Section 10-76a and Section 10-76a-1 of the [state special education regulations ] Regulations of Connecticut State Agencies;
- Connecticut Council on Developmental Disabilities Definition and Amendments to State Plan (2008)
- *Guidelines for the Identification of Children with an Intellectual Disability*
- *Guidelines for Identification of Children and Youth with Autism* (2005)
- *Developmental Disabilities Assistance and Bill of Rights Act of 2000, Section 102(8)*
- *Individuals with Disabilities Education Act (IDEA) of 2004, 34 CFR Section 300.8*
- *Birth to Three Service Guidelines for Autism*
- *Procedural Safeguards in Special Education*  
[http://www.sde.ct.gov/sde/lib/sde/pdf/DEPS/Special/Prosaf\\_fullversion.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/DEPS/Special/Prosaf_fullversion.pdf)
- Draft of the *National Teacher Competencies in Autism Spectrum Disorder*
- Final Report from the Advisory Commission on Services and Supports for Persons with Developmental Disabilities who do not have Mental Retardation to Connecticut General Assembly (July 2002)
- Other States' agencies with electronically published definitions of the population to be served.
- Connecticut teacher certification regulations and requirements, including the National Council for the Accreditation of Teacher Education (*NCATE*) standards used by the CT State Department of Education in their review of teacher education programs in Connecticut's institutions of higher education;
- Data from state system: special education – October 1, 2007 Child Count, placement data collected for the IDEA Part B State Performance Plan Annual Performance Report, educator statistics, Continuing Education Unit Providers
- Other CT data reviewed for autism spectrum disorder themes: BSE (*Identify BSE*) phone call inquiry themes, complaints, hearings, disproportionality risk indices, October child count 04-05/05-06, recommendations from Autism Guidelines Writing Group [January 2008]
- State Strategic Plans for autism and other developmental disabilities reviewed: Nebraska, California, Illinois, Oregon, Pennsylvania, Texas, Ohio, Maine, New Jersey, Alaska, Michigan;
- State Need Assessment Tools for autism and developmental disabilities reviewed: Wisconsin, Indiana, Pennsylvania, New Mexico, Alaska, Ohio, Texas;
- Reports from National Research Council, National Teacher Competencies in ASD, Autism Program Quality Indicators, IES (*Identify IES*), National Institute of Health (*NIH*), and best practices in comprehensive needs assessment practices;
- Previous legislation and research reports from the Connecticut Office of Legislative Research: insurance coverage for autism; teacher and paraprofessional training on students with autism and other developmental disabilities; and, professional development for people working with individuals with autism;
- Annual Reports 1-4 of the P.J. et al. v. State of Connecticut, et al Settlement Agreement
- Guidelines for the Identification of children with Intellectual disability and Guidelines for Paraprofessionals
- Websites for the University Center for Excellence on Developmental Disabilities (UCEDD) and CT DD Council
- Survey results from the *Institutions of Higher Education (IHE)* needs assessment survey
- Muller, E., & Markowitz, J. (2004). Disability categories: State terminology, definitions, and eligibility criteria. Alexandria, VA: National Association of State Directors of Special Education.

## Proposed National Teaching Competencies for Educating Individuals with ASD Competencies

### Characteristics:

K.

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.

### Assessment:

K.

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.

### Instructional Planning:

K.

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.

### Instructional Strategies:

K.

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.

### Professional Practice:

K.

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 evidenced 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