

KUMISION SETTEFIKASION PARA I MANMANIDUKA
GUAM COMMISSION FOR EDUCATOR CERTIFICATION

TREASURER'S REPORT

Tuesday, May 13, 2014

(Run Date 5/12/2014)

PL 130-55 GENERAL FUND APPROPRIATION ACCOUNTS (5100A147600GA001) - YEAR-TO-DATE

Budget Category	(a) total Appropriation	(b) Allotments	(c) Expenditure	(d) Encumberan	(b - c - d) Funds Available	(a - b) Unallotted Balance
111 - Personnel	120,844.00	79,016.00	76,936.24	-	2,079.76	41,828.00
113 - Benefits	51,611.00	33,745.00	34,777.81	-	(1,032.81)	17,866.00
114- Health Benefits	-	-	-	-	-	-
230 - Contractual serv	14,820.00	13,410.00	9,838.15	3,547.80	24.05	1,410.00
233 - Building rent	6,000.00	5,400.00	3,000.00	2,000.00	400.00	600.00
240 - Supplies	1,062.00	717.00	457.71	-	259.29	345.00
271- Drug Testing Ch	-	-	-	-	-	-
290 - Miscellaneous	3,480.00	3,060.00	1,200.00	-	1,860.00	420.00
363 - Telephone	4,800.00	4,320.00	1,570.77	417.15	2,332.08	480.00
Total	202,617.00	139,668.00	127,780.68	5,964.95	5,922.37	62,949.00

Total Budget FY 2014	202,617.00
Total Funds released as of 4/12/14	139,668.00
Total Amount Expenditures & Encumberances as of 4/12/14	133,745.63
Total Amount available and unallotted balance as of 5/12/14	62,949.00

KUMISION SETTEFIKASION PARA I MANMANIDUKA
GUAM COMMISSION FOR EDUCATOR CERTIFICATION

TREASURER'S REPORT
 Tuesday, May 13, 2014
 (Run Date 5/12/2014)

Budget Category	FEE ACCOUNTS (5100X087600RS501800) - YEAR-TO-DATE				Monthly Collections (110023213)	Collection Periods
	(a) Allotments	(b) Expenditures	(c) Outstanding	(a - b - c) Available		
						May 2013-Sept 2013
111 - Personnel	5,850.00	-	-	5,850.00	October	26,660.00 collection fees
113 - Benefits	2,000.00	-	-	2,000.00	November	-
220 - Travel	26,217.17	10,657.30	-	15,559.87	December	1,490.00 Oct 01-31, 2013
						Nov 2013 - Dec 31, 2013
230 - Contractual serv	7,636.46	96.39	-	7,540.07	January	3,120.00
233 - Building rent	2,500.00	-	-	2,500.00	February	3,570.00 Jan 01-31, 2014
240 - Supplies	1,310.14	549.95	-	760.19	March	-
						Feb 01-28, 2014 & Mar 2014
250 - Equipment	9,653.82	795.00	8,858.00	0.82	April	3,666.80
271 - Drug testing	150.00	-	-	150.00	May	-
290 - Miscellaneous	3,332.18	-	-	3,332.18	June	-
363 - Telephone	2,845.53	-	-	2,845.53	July	-
450 - Capital outlay	-	-	-	-	August	-
800 - Exp Reim	-	-	-	-	September	-
Total	61,495.30	12,098.64	8,858.00	40,538.66	YTD Total	38,506.80

Prior Year Collected funds not loaded as of 9/30/2013	\$ 75,404.45
Funds collected for the period May 2013 - Sept 2013	\$ 26,660.00
Funds collected for the period Oct 2013- January 2014	\$ 8,180.00
Continued carryover Collected Funds Grand Total amount not loaded as of 3/14/2014	\$ 110,244.45
4/4/14 approved Appropriation Modification request to release & reprogram funds	\$ (33,950.00)
Total Remaining as of 4/4/14/14	\$ 76,294.45
Funds collected for the period February 2014 - March 2014 as of 5/13/14	\$ 3,666.80
Grand Total Amount not loaded as of 5/13/2014	\$ 79,961.25

GUAM COMMISSION FOR EDUCATOR CERTIFICATION
TEACHING CERTIFICATES

May 7, 2014

CERT. NO.	TYPE	SUBJECT & FIELD	ISSUED	EXP. DATE
7067	INITIAL	IE: Business 6-12, Middle School Math 6-8, Health & PE Pre K-12	5/2/2014	5/1/2017
7046	INITIAL	IE: Elementary K-5	4/16/2014	4/15/2019
7075	INITIAL	IE: Elementary K-6	5/7/2014	5/6/2017
7041	REPLACEMENT	IE: Language Arts 6-12	1/7/2013	1/6/2016
7053	EXTENSION	Initial School Administrator K-12	6/17/2014	6/16/2015
7048	INITIAL	Initial School Counselor K-12	4/22/2014	4/21/2017
7059	INITIAL	Initial School Counselor K-12	4/30/2014	4/29/2017
7078	INITIAL	Initial School Counselor K-12	5/7/2014	5/6/2017
7037	REPLACEMENT	Master School Counselor	8/15/2010	8/14/2020
7051	INITIAL	ME: Early Childhood Pre K-2 and Elementary K-5	4/22/2014	4/21/2024
7047	REPLACEMENT	ME: Early Childhood Pre K-2 and Elementary K-6	1/16/2011	1/15/2021
7077	INITIAL	ME: Elementary K-5	8/15/2014	8/14/2024
7064	RENEWAL	ME: Elementary K-5 w/Professional Endorsement ESL K-12	8/15/2009	8/15/2019
7065	REPLACEMENT	ME: Elementary K-6	1/17/2013	1/16/2023
7057	RENEWAL	ME: Language Arts w/Professional Endorsement: ESL K-12	8/15/2011	8/14/2021
7052	INITIAL	ME: Social Studies 6-12	8/15/2014	8/14/2024
7058	INITIAL	ME: Social Studies 6-12 and ESL K-12	8/15/2014	8/14/2024
7038	INITIAL	ME: Special Education Pre K-12	8/15/2014	8/14/2024
7061	INITIAL	PE: Chamorro Language & Culture K-12	6/7/2014	6/6/2019
7045	INITIAL	PE: Early Childhood Pre K-2 and Elementary K-5	6/8/2014	6/7/2019
7074	RENEWAL	PE: Early Childhood Pre K-2 and Elementary K-5	5/7/2014	5/6/2019
7042	INITIAL	PE: Elementary K-5	4/25/2014	4/24/2019
7071	INITIAL	PE: Elementary K-5	5/13/2014	5/12/2017
7040	REPLACEMENT	PE: Elementary K-5 and Chamorro Language & Culture K-12	8/26/2013	8/25/2018
7066	RENEWAL	PE: Elementary K-5 and Chamorro Language & Culture K-12	8/15/2014	8/14/2019
7039	RENEWAL	PE: Home Economics 6-12	4/8/2014	4/7/2019
7055	REPLACEMENT	PE: Home Economics 6-12	8/15/2013	8/14/2018
7073	RENEWAL	PE: Language Arts 6-12	8/15/2014	8/14/2019
7062	RENEWAL	PE: Language Arts 6-12 and Reading K-12	5/2/2014	5/1/2019
7043	INITIAL	PE: Math and Science 6-12	6/6/2014	6/5/2019
7068	INITIAL	PE: Science 6-12	5/7/2014	5/6/2019
7072	RENEWAL	PE: Science 6-12	8/15/2014	8/14/2019
7056	INITIAL	PE: Social Studies 6-12	6/2/2014	6/1/2019
7079	REPLACEMENT	PE: Social Studies 6-12 w/Professional Endorsement Physical Education 6-12	1/15/2010	1/14/2015
7044	RENEWAL	Professional School Administrator K-12	4/16/2014	4/15/2019
7036	RENEWAL	Professional School Counselor K-12	8/15/2014	8/14/2019
7069	RENEWAL	Professional School Counselor K-12	8/15/2014	8/14/2019

CERT. NO.	TYPE	SUBJECT & FIELD	ISSUED	EXP. DATE
7063	REPLACEMENT	Reading Specialist Pre K-12	8/15/2009	8/14/2015
7049	INITIAL	TEMP ED: K-12	4/22/2014	4/21/2016
7050	RENEWAL	TEMP ED: K-12	4/15/2014	4/14/2016
7054	INITIAL	TEMP ED: K-12	4/22/2014	4/21/2016
7060	INITIAL	TEMP ED: K-12	4/30/2014	4/29/2016
7070	INITIAL	TEMP ED: K-12	5/7/2014	5/6/2016
7076	INITIAL	TEMP ED: K-12	5/7/2014	5/6/2016

Period: April 3, 2014 – May 7, 2014

Total: 449 Telephone Calls

362 calls

- 26 Office info – location, office hours,
- 42 Initial info
- 94 Renewal requirements
- 14 DOE
- 16 SOE
- 76 PRAXIS
- 8 Educator file / records
- 6 Replacement certificates
- 19 Reciprocity
- 15 Costs of Certificates
- 15 Endorsements
- 2 Extensions
- 29 Others



The Office of
SENATOR BRANT T. MCCREADIE
I Mina'Trentai Dos na Liheslaturan Guåhan



May 13, 2014

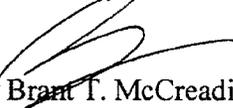
Lea Santos
Executive Director
Guam Commission for Educator Certification
UOG Station-SOE Building
Room 105
Mangilao, Guam 96923
VIA EMAIL: lea.santos@gcec.guam.gov

Håfa adai! As you are well aware, the safety of our children and our families has been a key focus of my term as a Senator. As such, my office, working with Senator Aline Yamashita, has been researching, and potentially may introduce, legislation that establishes a requirement for educators and/or potential educators to obtain a national background check. I am aware of current statutes that require police and court clearances, and the potential for adding a national background check would be another tool that can protect the safety of schoolchildren. It is crucial that all reasonable steps be taken to ensure that children are safe from any potential predators while on school grounds.

I would like to see, if your schedules permit, if a meeting can be set with you and other potential partners, to further discuss the impacts that such a piece of legislation may have on your operations and the education of our schoolchildren. If possible, I would like the meeting to be held on the afternoon of May 21, 2014. The meeting will help me, Senator Yamashita and all parties involved learn of any issues that may impede the successful implementation of nationwide background checks for educators, and will hopefully aid in the drafting of legislation for introduction.

Thank you for your consideration and look forward to our meeting. To confirm the time, date and location of the meeting, and if you have any questions, please contact my office at 472-3462/3. *Si Yu'os Ma'ase.*

Sincerely,



Brant T. McCreadie

KUMISION SETTEFIKACION PARA I MANMANIDUKA GUAM COMMISSION FOR EDUCATOR CERTIFICATION

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May 12, 2014

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To: Guam Commission for Educator Certification

From: Subcommittee, Praxis

Subject: Report and Recommendations for Praxis II Elementary Content Knowledge (5018)

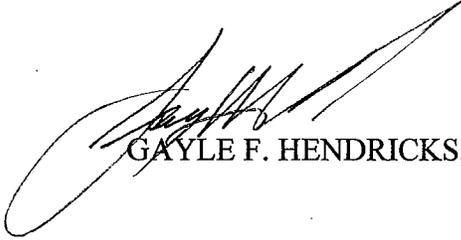
The subcommittee met May 12, 2014 to discuss the new Praxis II Elementary Content Knowledge test and the passing score to be recognized by the GCEC. Present were: Gayle Hendricks, Margie LG-Artero, John Sanchez, and Lea Santos.

After review of Multistate Standard-Setting Technical Report, the Subcommittee is recommending acceptance of the ETS cut score of 163 for the new Praxis II Elementary Content Knowledge Test.

The following is the bases for the recommendation:

1. The new Praxis II Elementary Content Knowledge (5018) will replace the current test effective September 2014. The current test will no longer be offered.
2. The ETS recommended score is equivalent to a passing score of 69%.
3. Guam was represented on the panel by Aldrin Jay Cajigal, a teacher at Liguana Elementary School and responded positively that the recommended score was appropriate.
4. In the efforts to remain competitive nationwide, the commission must hold to standards equivalent to the rest of the nation.

In conclusion, the Subcommittee feels the recommended cut score of 163 is appropriate for Guam's elementary educators.


GAYLE F. HENDRICKS, Ed.D.

Guam Commission on Educator Certification

Autism Spectrum Disorders Endorsement

Guam Public Law 31-50 - Section 8105

(e) Professional Endorsement for Specialty Areas. Educators wishing to certify in multiple content areas, or to add an additional area, are able to apply for an endorsement on their existing certificate. To qualify for an endorsement, the applicant must provide evidence of the successful completion of fifteen (15) credit hours in the field. There will be an additional charge for the endorsement, which will last the term of the existing certificate. Specialty areas for consideration are library science, instructional technology, visually impaired, orientation and mobility, deaf and hearing impaired, speech, media specialist, **or other specialty areas as approved by GCEC.**

It is proposed that the Guam Commission on Educator Certification approve a formal 15 credit Professional Endorsement for **Autism Spectrum Disorders** which is comparable to endorsement programs found in other states and territories. Under this law, Professional endorsements require 15 credits in the field.

Pre-requisite

- A. B.A. or M.Ed. degree in Special Education or Speech and Language Pathology
- B. GCEC - Initial, Professional or Master Teacher Certification in Special Education or Speech and Language Pathology

Coursework

- A. Candidates must complete an Endorsement program of a minimum 15 credits of coursework in the area of Autism Spectrum Disorders including
- B. Supervised Internship and Practicum with children and youth with Autism Spectrum Disorders (3 credits) **OR** have received an
- C. Endorsement in Autism Spectrum Disorders to their Special Education or Speech and Language Pathology Certificate from another state or territory based on the completion of 15 credits in the Autism Spectrum Disorders as specified in Guam law.

Standards

The courses must meet the teacher preparation standards of the Council for Exceptional Children, National Autism Center National Standards and Behavior Analyst Certification Board.

Model: Endorsement Program (15 credits)

<u>Credits</u>	<u>Course</u>
3	ED 699 (Special Topics): Foundations in the Education of Children and Youth with Autism Spectrum Disorders
3	ED 699 :(Special Topics): Teaching Methods for Children and Youth with Autism Spectrum Disorders
3	ED 699 (Special Topics): Applied Behavior Analysis: Strategies and Interventions of ASD
3	ED 699 (Special Topics): Collaboration with Families, Agencies and the Community concerning Children and Youth with Autism Spectrum Disorders
<u>3</u>	<u>EDU 699: Internship: Autism Spectrum Disorders</u>
15	Total

Courses and Standards

ED 699 (Special Topics): Foundations in the Education of Children and Youth with Autism Spectrum Disorders (3 credits)

COURSE DESCRIPTION:

An overview of the characteristics, identification, and educational considerations of students with Autism Spectrum Disorder (ASD) will be presented in the course. An in-depth study of the definition, categories and identification of ASD will be followed by an overview of current issues and service delivery options considered to be best practices in the field of autism.

STANDARDS:*

Candidates will demonstrate their ability to:

- A.** Describe the defining characteristics of and diagnostic criteria for the various Autism Spectrum Disorders (ASD's) and other associated disorders, including common manifestations within communication and verbal behavior, social skills and social adaptation, repetitive and stereotypical behaviors, and patterns of responses to various sensory stimuli.
- B.** Discuss key theoretical, actuarial and scientific hypothesis regarding the etiology of ASD.
- C.** Explain the relevant history of the changing definitions, interventions, and cultural attitudes regarding ASD and their relationship to educational services.
- D.** Identify and describe various diagnostic instruments and procedures, including their strengths and limitations.

ED 699 :(Special Topics): Teaching Methods for Children and Youth with Autism Spectrum Disorders (3 credits)

COURSE DESCRIPTION:

Course is designed to teach the knowledge and skills necessary to apply best practice strategies in assessment and instructional planning associated with behavior characteristics and challenges that exist among students with autism.

STANDARDS:*

Candidates will demonstrate their ability to:

- A.** Identify the range of assessment domains (Comprehensive Autism Assessment Planning Tool, 2008) that may be relevant for planning instructional programs for students with ASD.
- B.** Plan, structure, and conduct assessment for students with ASD.
- C.** Identify and demonstrate acceptable accommodations and appropriate adaptations to state- and district-wide (local) assessments for students with ASD.
- D.** Describe, interpret, utilize, and evaluate data from ongoing progress monitoring and formative assessment methods to design and adapt programming for students with ASD.
- E.** Plan, organize, and lead multidisciplinary team members through the functional behavior assessment process to identify function of problematic behavior(s) and associated skill deficits.
- F.** Identify when intensity or danger of problem behaviors requires a functional assessment and make appropriate referrals.

ED 699 (Special Topics): Applied Behavior Analysis: Strategies and Interventions of ASD (3 credits)

COURSE DESCRIPTION:

Teaching strategies and methods for teaching students with Autism Spectrum Disorder (ASD) will be presented in the course. An overview of the nature and characteristics of ASD will be followed by an in-depth study of educational and behavioral interventions, with an emphasis in Applied Behavior Analysis (ABA) and Discrete Trial Teaching (DTT), recognized best practices in the field of autism. Students will participate in field experiences where they will analyze and assess student behaviors, develop and implement functional behavior assessment (FBA) plans, and evaluate the effectiveness of the plans. This course has been designed to ensure that students demonstrate required knowledge and skill in the area of methods and strategies for teaching pupils who have Autism.

STANDARDS:*

Candidates will demonstrate their ability to:

- A.** Discuss characteristics, strengths, and limitations of various models of intervention commonly implemented for students with ASD.
- B.** Evaluate the evidence base for educational interventions for students with ASD.
- C.** Describe, interpret, utilize, and evaluate instructional strategies based on the principles of applied behavior analysis.

- D.** Define and demonstrate skills related to verified evidence-based interventions and instruction established for students with ASD (National Standards Project, 2009).
- E.** Assess and structure the environmental supports to enable students with ASD to participate and progress in all environments.
- F.** Accommodate and/or modify specific instructional programs and materials to meet the needs of students with ASD in all environments.
- G.** Describe the relative strengths and limitations of various augmentative communication systems as applicable to students' needs and the environment's requirements.
- H.** Organize classroom teams to provide effective intervention and instruction by developing and managing a daily schedule for students and multiple staff that specifies appropriate levels of instructional engagement for students with ASD.
- I.** Provide appropriate training, consultation, and instructional coaching to other professional and nonprofessional staff having contact with students with ASD.
- J.** Describe and demonstrate procedures for crisis management, including procedures to reduce intensity of problem behavior; minimize danger; and ensure the safety of students with ASD and other individuals in crisis situations.
- K.** Proactively apply methods to reduce student motivation to engage in problem behavior, assess its effectiveness, and teach functionally equivalent replacement behaviors.

ED 699 (Special Topics): Collaboration with Families, Agencies and the Community concerning Children and Youth with Autism Spectrum Disorders (3 credits)

COURSE DESCRIPTION:

This course is designed to provide an understanding of how family systems, the education system and the community mental health system operate independently and collectively, and the influence each has on the other with regard to the child/youth with ASD and family. The goal of the course is to enhance the understanding of the delivery of service, and its impact on the well being of the child and the family. A comprehensive overview of systems approach to family therapy, the educator's role within the education system, and access and understanding of the community mental health system will be examined and explored. Additionally examined will be cultural issues and realities, the ethical considerations in treating a special needs child and family, and how all systems within the child's life can collaborate within the treatment model developed for that child.

STANDARDS:*

Candidates will demonstrate their abilities in:

- A.** Facilitating family and school collaboration with sensitivity to the range of the impact that ASD may have on the family system.
- B.** Identifying various agencies and community systems that support students with ASD in the home, community, and work settings.
- C.** Assessing family preference for level of support in advocating for their children and provide appropriate assistance.

- D. Communicating and advocating for the needs of students with ASD to police, emergency responders, and other individuals and groups in the community.
- E. Leading cross-system planning and collaboration efforts.
- F. Designing instructional programs with attentiveness to legal mandates and family considerations.

EDU 699: Internship: Autism Spectrum Disorders (3 Credits)

COURSE DESCRIPTION:

Candidates for the ASD endorsement will be required to complete a minimum of **80 hours** of field experience that involves educational and behavioral programming for students with ASD. Students will have access to a range of age and functional levels of students with ASD; however, depth of experience rather than breadth is of utmost importance.

STANDARDS:*

Candidates will demonstrate their abilities in and understanding of:

- A. Proactively apply methods to reduce student motivation to engage in problem behavior, assess its effectiveness, and teach functionally equivalent replacement behaviors
- B. Provide appropriate training, consultation, and instructional coaching to other professional and nonprofessional staff having contact with students with ASD.
- C. Describe and demonstrate procedures for crisis management, including procedures to reduce intensity of problem behavior; minimize danger; and ensure the safety of students with ASD and other individuals in crisis situations.
- D. Assess and structure the environmental supports to enable students with ASD to participate and progress in all environments.
- E. Accommodate and/or modify specific instructional programs and materials to meet the needs of students with ASD in all environments.

***These standards are derived from the Pennsylvania Department of Education Autism Spectrum Disorders Endorsement which summarized the basic competencies established through evidence-based professional literature and are consistent with professional guidelines proposed by various organizations such as**

- **National Autism Center's National Standards Project (2009),**
- **Behavior Analysts Certification Board's task list for working with persons with autism (2004),**
- **Council for Exceptional Children's statement on Ethics, Standards, and**
- **Guidelines related to special education teachers (2009).**

Behavior Analyst Certification Board (2004). *The Behavior Analyst Certification Board Guidelines for responsible conduct*. Behavior Analyst Certification Board: Tallahassee, FL

Council for Exceptional Children (2009). *What every special educator must know, ethics, standards, and guidelines for initial special education teachers of individuals with exceptional learning needs with developmental disorders and/or autism*. p 113-121. Council for Exceptional Children: Arlington, VA

National Autism Center (2009). *National Standards Project, Findings, and Conclusions, Addressing the need for evidence-based practice guidelines for autism spectrum disorders*. National Autism Center: Randolph, MA

Model Delivery System

Characteristics

- Cohort Program (10-15 certified special education teachers or Speech and Language Pathologists)
- Hybrid Courses – Students will attend class and complete online activities
- Summer Institute – Basic Coursework (12 credits)
- Fall Semester – Practicum (3 credits)
- ASD Endorsement upon completion of all coursework and supervised practicum experiences

Text

Wheeler, J., Mayton, M. & Carter, S. (2015) *Methods for Teaching Students with Autism Spectrum Disorders: Evidence-Based Practices*, Pearson . 416 pages, Published 04/03/2014 • \$62.00

Summer Institute

Monday, June 9th to Friday, June 20th

ED 699 (Special Topics): Foundations in the Education of Children and Youth with Autism Spectrum Disorders

Monday, June 23rd to Thursday, July 3rd

ED 699 (Special Topics): Collaboration with Families, Agencies and the Community concerning Children and Youth with Autism Spectrum Disorders

Monday, July 7th – Friday, July 18th

ED 699 (Special Topics): Teaching Methods for Children and Youth with Autism Spectrum Disorders

Tuesday, July 22nd to Friday, August 1st

ED 699 (Special Topics): Applied Behavior Analysis: Strategies and Interventions of ASD

Fall Semester

EDU 699: Internship: Autism Spectrum Disorders

Guam Commission on Educator Certification

Emotional and Behavioral Disorders Endorsement

Guam Public Law 31-50 - Section 8105

(e) Professional Endorsement for Specialty Areas. Educators wishing to certify in multiple content areas, or to add an additional area, are able to apply for an endorsement on their existing certificate. To qualify for an endorsement, the applicant must provide evidence of the successful completion of fifteen (15) credit hours in the field. There will be an additional charge for the endorsement, which will last the term of the existing certificate. Specialty areas for consideration are library science, instructional technology, visually impaired, orientation and mobility, deaf and hearing impaired, speech, media specialist, **or other specialty areas as approved by GCEC.**

It is proposed that the Guam Commission on Educator Certification approve a formal 15 credit Professional Endorsement for **Emotional and Behavioral Disorders** which is comparable to endorsement programs found in other states and territories. Under this law, Professional endorsements require 15 credits in the field.

Pre-requisite

- A. B.A. or M.Ed. degree in Special Education
- B. GCEC - Initial, Professional or Master Teacher Certification in Special Education

Coursework

- A. Candidates must complete an Endorsement program of a minimum 15 credits of coursework in the area of **Emotional and Behavioral Disorders** including
- B. Supervised Internship and Practicum with children and youth **with Emotional and Behavioral Disorders**(3 credits) **OR** have received an
- C. Endorsement in **Emotional and Behavioral Disorders** to their Special Education Certificate from another state or territory based on the completion of 15 credits in the **Emotional and Behavioral Disorders** field as specified in Guam law.

Standards

The courses must meet the teacher preparation standards of the Council for Exceptional Children (CEC)

Model: Endorsement Program (15 credits)

<u>Credits</u>	<u>Course</u>
3	ED 699 (Special Topics): Foundations in the Education of Children and Youth with Emotional and Behavioral Disorders
3	ED 699 (Special Topics): Teaching Methods for Children and Youth with Emotional and Behavioral Disorders (3 credits)
3	ED 699 (Special Topics): Collaboration with Families, Agencies and the Community concerning Children and Youth with Emotional and Behavioral Disorders (3 credits)
3	ED 699 (Special Topics): Positive Behavior Interventions and Supports in Schools
3	<u>EDU 699: Internship: Emotional and Behavioral Disorders</u>
15	Total

Courses and Standards

ED 699 (Special Topics): Foundations in the Education of Children and Youth with Emotional and Behavioral Disorders (3 credits)

COURSE DESCRIPTION:

This course covers advanced principles, concepts, and practices related to educating students with Emotional/Behavioral Disorders. Emphasis will be on school based services, including advanced, evidence based instructional and behavioral interventions for improving academic, social, and behavioral outcomes.

STANDARDS:*

- A. Range of characteristics within and among individuals with emotional/behavioral disorders
- B. Co-occurrence of emotional and behavioral disorders with other exceptionalities
- C. Performance issues in the core academic content for individuals with emotional and behavior disorders
- D. Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction
- E. Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptionalities, family, and schooling
- F. Similarities and differences of individuals with and without exceptionalities
- G. Effects an exceptional condition(s) can have on an individual's life

H. Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development

I. Differing ways of learning of individuals with exceptionalities, including those from culturally diverse backgrounds and strategies for addressing these differences

J. Effects of cultural and linguistic differences on growth and development

K. Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages

L. Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding

ED 699 :(Special Topics): Teaching Methods for Children and Youth with Emotional and Behavioral Disorders (3 credits)

COURSE DESCRIPTION:

Specific strategies and issues associated with effective instruction of students with emotional/behavioral disorders Content includes an overview of definitions and characteristics, etiological factors, assessment for diagnosis and intervention planning, treatment options, including methods and materials for effective instruction, collaborative interagency services, and current issues

STANDARDS:*

Candidates will demonstrate their ability to:

A. Create a safe, equitable, positive, and supportive learning environment in which diversities are valued

B. Identify realistic expectations for personal and social behavior in various settings

C. Identify supports needed for integration into various program placements

D. Design learning environments that encourage active participation in individual and group activities

E. Modify the learning environment to manage behaviors

F. Use performance data and information from all stakeholders to make or suggest modifications in learning environments

G. Establish and maintain rapport with individuals with and without exceptionalities

H. Teach self-advocacy

I. Create an environment that encourages self-advocacy and increased independence

J. Design and manage daily routines

K. Organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences

L. Mediate controversial intercultural issues among individuals with exceptionalities within the learning environment in ways that enhance any culture, group, or person

M. Structure, direct, and support the activities of paraeducators, volunteers, and tutors

ED 699 (Special Topics): Positive Behavior Interventions and Supports in Schools (3 credits)

COURSE DESCRIPTION:

This course covers theory, issues, and applications of Positive Behavior Interventions and Supports (PBIS) in school settings. Topics include history and foundations of PBIS; PBIS assessment and evaluation; and best practices in behavior and academic interventions in PBIS programs. It will be followed by an in-depth study of educational and behavioral interventions, with an emphasis in Applied Behavior Analysis (ABA) and Discrete Trial Teaching (DTT). Students will participate in field experiences where they will analyze and assess student behaviors, develop and implement functional behavior assessment (FBA) plans, and evaluate the effectiveness of the plans.

STANDARDS:*

Candidates will demonstrate their ability to:

- A. Use nonaversive techniques to support targeted behavior and maintain attention of individuals with emotional/behavioral disorders
- B. Use evidence-based practices to enhance academic and social competence
- C. Use prevention and intervention strategies for individuals at risk for emotional/behavioral disorders
- D. Use strategies to teach alternative behaviors
- E. Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior
- F. Integrate academic and affective instruction with behavior management for individuals and groups with emotional/behavioral disorders

ED 699 (Special Topics): Collaboration with Families, Agencies and the Community concerning Children and Youth with Emotional and Behavioral Disorders (3 credits)

COURSE DESCRIPTION:

This course is designed to provide an understanding of how family systems, the education system and the community mental health system operate independently and collectively, and the influence each has on the other with regard to the child/youth with EBD and family. The goal of the course is to enhance the understanding of the delivery of service, and its impact on the well being of the child and the family. A comprehensive overview of systems approach to family therapy, the educator's role within the education system, and access and understanding of the community mental health system will be examined and explored. Additionally examined will be cultural issues and realities, the ethical considerations in treating a special needs child and family, and how all systems within the child's life can collaborate within the treatment model developed for that child.

STANDARDS:*

Candidates will demonstrate their abilities in:

- A. Facilitating family and school collaboration with sensitivity to the range of the impact that EBD may have on the family system.
- B. Identifying various agencies and community systems that support students with EBD in the home, community, and work settings.
- C. Assessing family preference for level of support in advocating for their children and provide appropriate assistance.
- D. Communicating and advocating for the needs of students with EBD to police, emergency responders, and other individuals and groups in the community.
- E. Leading cross-system planning and collaboration efforts.
- F. Designing instructional programs with attentiveness to legal mandates and family considerations.

EDU 699: Internship: Emotional and Behavioral Disorders (3 Credits)

COURSE DESCRIPTION:

Candidates for the EBD endorsement will be required to complete a minimum of **80 hours** of field experience that involves educational and behavioral programming for students with EBD. Students will have access to a range of age and functional levels of students with EBD; however, depth of experience rather than breadth is of utmost importance.

STANDARDS:*

Candidates will demonstrate their abilities in and understanding of:

- A. Proactively apply methods to reduce student motivation to engage in problem behavior, assess its effectiveness, and teach functionally equivalent replacement behaviors
- B. Provide appropriate training, consultation, and instructional coaching to other professional and nonprofessional staff having contact with students with EBD.
- C. Describe and demonstrate procedures for crisis management, including procedures to reduce intensity of problem behavior; minimize danger; and ensure the safety of students with EBD and other individuals in crisis situations.
- D. Assess and structure the environmental supports to enable students with EBD to participate and progress in all environments.
- E. Accommodate and/or modify specific instructional programs and materials to meet the needs of students with EBD in all environments.

These standards are derived from Council for Exceptional Children's statement on *Ethics, Standards, and Guidelines related to special education teachers (2009)*, which summarized the basic competencies established through evidence-based professional literature and are consistent with professional guidelines proposed by various organizations.

Behavior Analyst Certification Board (2004). *The Behavior Analyst Certification Board Guidelines for responsible conduct*. Behavior Analyst Certification Board: Tallahassee, FL

Council for Exceptional Children (2009). *What every special educator must know, ethics, standards, and guidelines for initial special education teachers of individuals with exceptional learning needs with developmental disorders and/or autism*. p 113-121. Council for Exceptional Children: Arlington, VA

Model Delivery System

Characteristics

- Cohort Program (10-15 certified special education teachers or Speech and Language Pathologists)
- Hybrid Courses – Students will attend class and complete online activities
- Summer Institute – Basic Coursework (12 credits)
- Fall Semester – Practicum (3 credits)
- Emotional and Behavioral Disorders (EBD) Endorsement upon completion of all coursework and supervised practicum experiences

Text

Kauffman, J. & Landrum. (2013). *Characteristics of Emotional and Behavioral Disorders of Children and Youth, 10/E*. Pearson. 480 pages. \$162.80

Yell, M., Meadows, N. et al. (2014). *Evidence-Based Practices for Educating Students with Emotional and Behavioral Disorders*. Pearson. \$69.00

Summer Institute

Monday, June 9th to Friday, June 20th

ED 699 (Special Topics): Foundations in the Education of Children and Youth with Emotional and Behavioral Disorders

Monday, June 23rd to Thursday, July 3rd

ED 699 (Special Topics): Collaboration with Families, Agencies and the Community concerning Children and Youth with Emotional and Behavioral Disorders

Monday, July 7th – Friday, July 18th

ED 699 (Special Topics): Teaching Methods for Children and Youth with Emotional and Behavioral Disorders (3 credits)

Tuesday, July 22nd to Friday, August 1st

ED 699 (Special Topics): Behavior Interventions and Supports in Schools (3 credits)

Fall Semester

EDU 699 (Special Topics): Internship: Emotional and Behavioral Disorders



pennsylvania
DEPARTMENT OF EDUCATION

THE FRAMEWORK FOR AUTISM SPECTRUM DISORDERS
PROGRAM ENDORSEMENT GUIDELINES
PENNSYLVANIA DEPARTMENT OF EDUCATION

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DEFINITION OF AN ENDORSEMENT CERTIFICATE

Following approval by the Department, baccalaureate or graduate degree granting institutions, alone or in cooperation with other institutions, community colleges or school entities, may offer short programs (12 credits maximum) that lead to the Program Endorsement. The Program Endorsement documents knowledge in new and emerging areas where formal certification does not exist. The Program Endorsement is intended to improve a teacher's skills in dealing with complex classroom settings. These endorsements are added to existing Level I or Level II Certificates but are not required to perform service in these areas.

INTRODUCTION TO AUTISM SPECTRUM DISORDERS (ASD) ENDORSEMENT GUIDELINES

This document describes the professional knowledge, skills, and competencies that candidates will learn by completing a prescribed sequence of courses (including field experiences). In addition to specific requirements and competencies, these guidelines discuss the Autism Spectrum Disorders Endorsement program design, candidate competencies, field experiences, and any prerequisite certificates needed by the candidate.

Prerequisite for Autism Spectrum Disorders Endorsement Program:

Level I and Level II certificates (including but not limited to regular and special education, school psychologist, principal, guidance counselor, speech and language clinician, occupational and physical therapist, reading specialist, and home and school visitor).

Consistent with Chapter 354, all endorsement programs must include some components of field experiences. (See 22 Pa. Code §354.25(d)). Field experiences are defined as a range of formal, required school and community activities participated in by candidates who are enrolled in educator preparation programs. These activities generally include supervision and mentorship of a teacher with expertise in the endorsement area. Effective field experiences provide candidates with increasing exposure to learning situations and school settings under the guidance of program faculty and trained mentors throughout the preparation program.

Institutions must demonstrate:

1. How they implement field experiences.
2. The duration of candidate field experiences.
3. How these experiences are closely integrated with coursework, assessment practices, and program goals.

OVERVIEW OF AUTISM SPECTRUM DISORDERS ENDORSEMENT

Autism Spectrum Disorders (ASD) are a group of complex neurological developmental disabilities that are characterized by impaired social interaction, problems with nonverbal and verbal communication, and unusual or severely limited activities, interests, or behaviors. Other commonly occurring difficulties include unusual responses to everyday sensations such as sounds, touch, or visual stimuli, etc., often accompanied by marked difficulty learning how to regulate and control behavioral responses. There are innumerable combinations of how the core deficits manifest themselves, and there is no single characteristic or behavior that is common to all students with Autism Spectrum Disorders (see www.pattan.net for further information). As the Commonwealth experiences a considerable increase in the proportion of students eligible for services under the Pennsylvania State Board of Education Regulations Chapter 14 definition of Autism (see Pennsylvania Autism Census Project Final Report, 2009 at <http://www.dpw.state.pa.us/ServicesPrograms/Autism/003681284.htm>), a significant need exists for well trained professionals holding various Level I and Level II certificates of professional competence (including but not limited to regular and special education teachers, school psychologists, principals, guidance counselors, speech and language clinicians, occupational and physical therapists, reading specialists and home and school visitors) to serve students with Autism and related Autism Spectrum Disorders. The ASD endorsement is designed to demonstrate that candidates have completed a competency-based sequence of courses totaling 12 credit hours at a baccalaureate degree level or higher, and successfully completed an endorsement program.

This endorsement provides an additional level of skills of specific training and experiences for professionals who provide educational services for the population of students presenting with various pervasive developmental disorders and functioning on the autism spectrum. It will allow professional educators holding this endorsement to address the complex needs of students with ASD in various classroom and school settings. Education professionals achieving this endorsement will have demonstrated competencies related to research-based assessment, intervention, instruction, and program management for students with ASD. The ASD endorsement will be applicable for those professionals serving students across age/grade levels (preschool through completion of high school) and various ranges of functioning.

The ASD Endorsement Guidelines are created in congruence with Title 22 of the Pennsylvania School Code, Chapter §49.62b¹ and follow the General Standards required for all certificates for

¹ § 49.62b. Program Endorsement Certificate.

Following approval by the Department, baccalaureate or graduate degree granting institutions, alone or in cooperation with other institutions, community colleges or school entities, may offer short programs (12 credits maximum) that lead to the Program Endorsement Certificate. The Program Endorsement Certificate documents knowledge in new and emerging areas where formal certification does not exist. The Program Endorsement Certificate is intended to improve a teacher's skills in dealing with complex classroom settings, including teaching gifted students or diverse learners in areas such as assistive technology curriculum modification, autism spectrum disorders, assessment, gifted education, classroom management, classroom technology and disruptive youth. These endorsements would be added to existing Level I or Level II Certificates but are not required to perform service in these areas.

State Approval of Professional Educator Programs. The guideline competencies are aligned with the Pennsylvania Academic and Alternative Standards, the guidelines of various professional organizations, including the Council for Exceptional Children and the Behavior Analyst Certification Board, state assessments, and the specific language and conditions of the state's professional education community. This endorsement is to be an addition to existing Level I and Level II certificates, but is not a requirement for performing services related to the instruction of eligible students under the definition of autism or other autism spectrum disorders.

Educators who hold the ASD endorsement will demonstrate responsibility for perpetuating high standards of professional conduct and ethical behavior. This conduct includes demonstrating competency in communicating essential information regarding the nature of ASD and effective autism spectrum disorder treatments to a broad range of people, both within and outside of educational settings, e.g., families, medical providers, mental health workers, people in community settings, emergency responders, and others. Professionals who have obtained this endorsement will be able to advocate for students with ASD and a resource to their fellow educators regarding this population, especially in regard to educational programming. Individuals holding this endorsement are expected to maintain ongoing efforts to remain informed regarding the reliability, validity, and changes and refinements in the empiric literature supporting various ASD interventions and accommodations. The ASD endorsement also suggests that endorsed professionals will uphold and demonstrate ethical conduct as established by both regulatory and professional standards related to their primary professional certification.

PROGRAM DESIGN

The professional core courses, competencies, and experiences for the Autism Spectrum Disorders Endorsement Program must be designed to address the specific set of issues, knowledge, and competencies that are relevant to teaching and learning. The program must prepare educators who will be able to support students' mastery of academic standards and the content assessment anchors.

The program consists of required competencies and includes field experiences.

The program design must describe clearly how the relevant set of knowledge, skills, and competencies inform the program design, and the application must also indicate how the institution will assess whether candidates have acquired the required knowledge, skills, and competencies.

All courses (12 credits) must be grounded in theories of cognitive, emotional, and social development and demonstrate research based practices which enable candidates to gain the knowledge and experience needed to work successfully with family members with ASD and the broader community.

The ASD endorsement establishes that eligible individuals will demonstrate competency related to the following key domains:

- I. Characteristics and Etiology of Autism
- II. Assessment for Instructional Planning
- III. Instructional Interventions and Methods Across Settings and Grade Levels
- IV. Family, Interagency, and Community Collaboration

Field Experiences

Effective educational services require professionals to acquire a wide range of instructional and clinical skills related to students with ASD. It is imperative that candidates seeking an ASD endorsement have experience in interacting with and guiding instruction for students with ASD (McGee & Morrier, 2005; National Research Council, 2001).

Candidates for the ASD endorsement will be required to complete a minimum of **80 hours** of field experience that involves educational and behavioral programming for students with ASD. It is recommended that students have access to a range of age and functional levels of students with ASD; however, depth of experience rather than breadth is of utmost importance.

In order to assure the consistency of field experiences with course content and the 12-credit maximum requirement, field experiences will be integrated into course content. Field experiences will include direct interactions with professionals serving students with ASD and direct experiences interacting with students with ASD. Field experiences will provide candidates exposure to formulating and providing individualized interventions and instruction for students with ASD in both regular and specialized settings with opportunities to observe and participate in assessment processes. Special education certification competencies do not require specific experiences with ASD students. Standards for this endorsement include field experiences that directly involve students with ASD. Competencies related to the unique characteristics of ASD and the complexity of instructional assessment, design and delivery for students with ASD are unlikely to be acquired without direct field experience (McGee & Morrier, 2005).

CANDIDATE COMPETENCIES

Similar to the requirements in Chapter 354 of Title 22 of the Pennsylvania School Code, this section outlines the competencies required for endorsements, which ensure that candidates complete a well-planned sequence of courses and field experiences to develop an understanding of the structure, skills, core concepts, facts, methods of inquiry, and application of technology related to the endorsement area. See 22 Pa. Code § 354.25(a)(3).

The competencies of the ASD endorsement are derived from standards established through evidence-based professional literature and are consistent with professional guidelines proposed by various organizations such as

- National Autism Center's National Standards Project (2009),
- Behavior Analysts Certification Board's task list for working with persons with autism (2004),

- Council for Exceptional Children's statement on Ethics, Standards, and Guidelines related to special education teachers (2009).

Aligned resources and tools to support the acquisition of these competencies can be found on the Standards Aligned System (SAS) portal at www.pdesas.org.

I. Characteristics and Etiology of ASD

Candidates will demonstrate their ability to:

- A. Describe the defining characteristics of and diagnostic criteria for the various Autism Spectrum Disorders (ASD's) and other associated disorders, including common manifestations within communication and verbal behavior, social skills and social adaptation, repetitive and stereotypical behaviors, and patterns of responses to various sensory stimuli.
- B. Discuss key theoretical, actuarial and scientific hypothesis regarding the etiology of ASD.
- C. Explain the relevant history of the changing definitions, interventions, and cultural attitudes regarding ASD and their relationship to educational services.
- D. Identify and describe various diagnostic instruments and procedures, including their strengths and limitations.

II. Assessment for Instructional Planning

Candidates will demonstrate their ability to:

- A. Identify the range of assessment domains (Comprehensive Autism Assessment Planning Tool, 2008) that may be relevant for planning instructional programs for students with ASD.
- B. Plan, structure, and conduct assessment for students with ASD.
- C. Identify and demonstrate acceptable accommodations and appropriate adaptations to state- and district-wide (local) assessments for students with ASD.
- D. Describe, interpret, utilize, and evaluate data from ongoing progress monitoring and formative assessment methods to design and adapt programming for students with ASD.
- E. Plan, organize, and lead multidisciplinary team members through the functional behavior assessment process to identify function of problematic behavior(s) and associated skill deficits.
- F. Identify when intensity or danger of problem behaviors requires a functional assessment and make appropriate referrals.

III. Instructional Interventions and Methods across Settings and Grade Levels

Candidates will demonstrate their ability to:

- A. Discuss characteristics, strengths, and limitations of various models of intervention commonly implemented for students with ASD.
- B. Evaluate the evidence base for educational interventions for students with ASD.

- C. Describe, interpret, utilize, and evaluate instructional strategies based on the principles of applied behavior analysis.
- D. Define and demonstrate skills related to verified evidence-based interventions and instruction established for students with ASD (National Standards Project, 2009).
- E. Assess and structure the environmental supports to enable students with ASD to participate and progress in all environments.
- F. Accommodate and/or modify specific instructional programs and materials to meet the needs of students with ASD in all environments.
- G. Describe the relative strengths and limitations of various augmentative communication systems as applicable to students' needs and the environment's requirements.
- H. Organize classroom teams to provide effective intervention and instruction by developing and managing a daily schedule for students and multiple staff that specifies appropriate levels of instructional engagement for students with ASD.
- I. Provide appropriate training, consultation, and instructional coaching to other professional and nonprofessional staff having contact with students with ASD.
- J. Describe and demonstrate procedures for crisis management, including procedures to reduce intensity of problem behavior; minimize danger; and ensure the safety of students with ASD and other individuals in crisis situations.
- K. Proactively apply methods to reduce student motivation to engage in problem behavior, assess its effectiveness, and teach functionally equivalent replacement behaviors

IV. Collaboration with Families, Agencies, and the Community

Candidates will demonstrate their abilities in and understanding of:

- A. Facilitating family and school collaboration with sensitivity to the range of the impact that ASD may have on the family system.
- B. Identifying various agencies and community systems that support students with ASD in the home, community, and work settings.
- C. Assessing family preference for level of support in advocating for their children and provide appropriate assistance.
- D. Communicating and advocating for the needs of students with ASD to police, emergency responders, and other individuals and groups in the community.
- E. Leading cross-system planning and collaboration efforts.
- F. Designing instructional programs with attentiveness to legal mandates and family considerations.

FACULTY

Endorsement certificate programs submitted for review to the Department must include a review of qualifications of faculty assigned to teach each course within the endorsement program. Faculty who teach in the program must have demonstrated expertise in education methods appropriate to engaging the minds of learners with autism spectrum disorders, as well as advanced degrees in disciplines appropriate to teaching in the program. Evidence of qualification includes related academic degrees, public school certification(s), professional

experience in basic (Pre K-12) and/or higher education, and professional development pertaining to the competencies assigned to a course (similar to 22 Pa. Code § 354.25 and 354.26).

APPLICATION PROCESS

The institution's certification officer will recommend the candidate for the endorsement after successful completion of the Autism Spectrum Disorders Endorsement Program. The candidate must complete the required PDE application for endorsement and pay the appropriate fee to add the endorsement to their instructional certificate. The application process may be found at the following link:

<http://www.portal.state.pa.us/portal/server.pt?open=514&objID=506890&mode=2>.

REFERENCES

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