

School of Education and Kinesiology

Competencies for teachers of students with autism spectrum disorder.

Below is a list of competencies for teachers of students with autism spectrum disorder.  Address just the competencies that you have achieved either in courses or practical activities.

1. Include examples, artifacts or evidence that you have met the competence.
2. Provide a brief rationale and justification about how your artifacts or evidence actually supports the competence.

Competencies for Teachers of Students with Autism Spectrum Disorder

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| Competency | Evidence and Artifacts of Your Competency | Rationale and Justification documenting why the artifacts and evidence you present address your competency. | Instructor/Facilitator Evaluation |
| Access information regarding theories, research, medical and legal requirements and their relation to current promising practices in education for individuals with ASD. |  |  |  |
| Articulate the early indicators, characteristics, and learning styles of students with ASD to parents and other staff. |  |  |  |
| Implement a range of direct instructional strategies that promote the generalization of skills. |  |  |  |
| Implement research based instructional practices and strategies appropriate for toddlers, preschoolers and school age individuals with ASD. |  |  |  |
| Consider assistive technology options for individuals with ASD )e.g. picture/symbol exchange communication systems, electronic devices, sensory equipment, visual schedules and others). |  |  |  |
| Implement instructional programs that improve social skills and interactions between students with ASD, their peers and adults across various settings. |  |  |  |
| Implement instructional programs that address transition needs of individuals with ASD (i.e. jobs and training, home livin, recreation and leisure, community living and post secondary education). |  |  |  |
| Demonstrate the ability to accurately collect and interpret data to document progress on outcomes for students with ASD, and make necessary changes in programming when indicated. |  |  |  |
| Design a learning environment with physical modifications/accommodations to address the possible visual, auditory or other sensory needs of students with ASD. |  |  |  |
| Collaborate with building staff in making physical and environmental modifications/accommodations for students with ASD in regular classroom settings as well as other natural environments (including home, daycare, and other school settings). |  |  |  |
| Provide environments and structural accommodations across learning environments (e.g., use of visuals, picture schedules, transition management techniques, classroom routine, and others) for students with ASD. |  |  |  |
| Demonstrate consistent use of proactive strategies and positive behavioral supports for individuals with ASD. |  |  |  |
| Foster social skills development for individuals with ASD through on-going peer interactions, direct instruction, and role-playing in a variety of settings. |  |  |  |
| Write a variety of behavior change plans for individuals with ASD including proactive behavior modification plans to teach alternative behavior/skills. |  |  |  |
| Design and implement instructional programs that promote effective communication skills using appropriate verbal, augmentative, and alternative communication systems for individuals with ASD. |  |  |  |
| Write and implement individualized goals and objectives to address the core features of ASD based on individual strengths and needs identified through evaluation. |  |  |  |
| Use procedures and instruments to screen and evaluate for ASD eligibility and determine needs. |  |  |  |
| Interpret assessment results to design appropriate interventions for individuals with ASD. |  |  |  |
| Conduct a functional behavioral assessment, including consideration of possible sensory needs, and apply its findings to programming for individuals with ASD. |  |  |  |
| Participate in continuing professional development activities regarding ASD. |  |  |  |
| Provide strategies and training for parents, paraprofessionals, and other school staff to work more effectively with individuals with ASD. |  |  |  |
| Communicate with outside agencies (e.g., private OT, speech/language, sensory integration services. Doctors, psychologists, and others) working with the individual with ASD. |  |  |  |
| Share current research and other resources regarding ASD with parents and school staff. |  |  |  |

Adapted from the Minnesota Autism Project (2003)