

505-3-.83 AUTISM EDUCATION ENDORSEMENT PROGRAM

(1) Purpose. This rule states field-specific content standards for approving endorsement programs that prepare general and special education teachers to teach students with Autism. This rule supplements requirements in Rule 505-3-.01 [REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS](#).

(2) In-Field Statement. Completers of the Autism Endorsement have strengthened and enhanced competencies for teaching children with autism in the grade levels and/or subjects of their base certificate(s).

(3) Requirements.

(a) A GaPSC approved professional educator preparation provider may seek state approval to offer this field as either a stand-alone endorsement program or as an endorsement program embedded in a GaPSC-approved initial preparation program or an advanced (degree-only) preparation program. In addition to meeting all applicable approval requirements and standards, embedded endorsement programs must meet requirements specified in paragraph (e) 3. (ix) of GaPSC educator preparation rule 505-3-.01, [REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS](#).

1. To receive approval for an Autism Education Program a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards published by the Council for Exceptional Children 2012 as follows:

- (i) Learner and Learning: Learner Development and Individual Learning Differences. General and Special Educational professionals, in collaboration with Special Education staff, understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities as indicated by the following:
 - (I) The program shall prepare candidates who understand core and associated characteristics of individuals with autism spectrum disorders;
 - (II) The program shall prepare candidates who understand co-existing conditions and ranges that exist at a higher rate than in the general population;
 - (III) The program shall prepare candidates who understand the sensory challenges of individuals with autism spectrum disorders;
 - (IV) The program shall prepare candidates who understand the speech, language, and communication of individuals with autism spectrum disorders;
 - (V) The program shall prepare candidates who understand the adaptive behavior needs of individuals with autism spectrum disorders;
 - (VI) The program shall prepare candidates who understand the impact of theory of mind, central coherence, and executive function on learning and behavior;
 - (VII) The program shall prepare candidates who understand the impact of neurological differences on learning and behavior; and

- (VIII) The program shall prepare candidates who understand the impact of self-regulation on learning and behavior.
- (ii) Learning Environments. General and Special Educational professionals, in collaboration with Special Education staff, create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination as indicated by the following:
 - (I) The program shall prepare candidates who plan instruction for independent functional life skills and adaptive behavior that enhances full community participation;
 - (II) The program shall prepare candidates who plan and implement instruction and related services for individuals with autism spectrum disorders that is both age-appropriate and ability-appropriate; and
 - (III) The program shall prepare candidates who use specialized instruction to enhance social participation across environments to include formal and informal social interactions.
- (iii) Curricular Content Knowledge. General and Special Educational professionals, in collaboration with Special Education staff, use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities as indicated by the following:
 - (I) The program shall prepare candidates who understand evidence-based career/vocational transition programs for individuals with autism spectrum disorders;
 - (II) The program shall prepare candidates who provide pragmatic language instruction and other specialized instruction that facilitates social skills;
 - (III) The program shall prepare candidates who provide individuals with autism spectrum disorders strategies to avoid and repair miscommunications;
 - (IV) The program shall prepare candidates who plan instruction for independent functional life skills and adaptive behavior;
 - (V) The program shall prepare candidates who plan and implement instruction and related services – with enhanced knowledge of assistive technology - for individuals with autism spectrum disorders that is both age-appropriate and ability-appropriate; and
 - (VI) The program shall prepare candidates who plan systematic instruction based on learner characteristics, interests, and ongoing assessment.
- (iv) Assessment. General and Special Educational professionals, in collaboration with Special Education staff, use multiple methods of assessment and data-sources in making educational decisions as indicated by the following:
 - (I) The program shall prepare candidates who demonstrate specialized terminology used in the assessment of individuals with autism spectrum disorders;

- (II) The program shall prepare candidates who understand assessments of environmental conditions that promote maximum performance of individuals with autism spectrum disorders:
 - (III) The program shall prepare candidates who understand components of assessment for the core areas for individuals with autism spectrum disorders:
 - (IV) The program shall prepare candidates who can identify individual strengths, skills and learning preferences;
 - (V) The program shall prepare candidates who select, adapt and use assessment tools and methods to accommodate the abilities and needs of individuals with developmental disabilities/autism spectrum disorders;
 - (VI) The program shall prepare candidates develop strategies for monitoring and analyzing challenging behavior and its communicative intent; and
 - (VII) The program shall prepare candidates who conduct functional behavior assessments that lead to development of behavior support plans
- (v) Instructional Planning and Strategies. General and Special Educational professionals, in collaboration with Special Education staff, select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities as indicated by the following:
- (I) The program shall prepare candidates who are aware of specialized curriculum designed to meet the needs of individuals with autism spectrum disorders;
 - (II) The program shall prepare candidates who match levels of support to changing needs of the individual;
 - (III) The program shall prepare candidates who implement instructional programs that promote effective communication skills using verbal and augmentative/alternative communication systems for individuals with autism spectrum disorder;
 - (IV) The program shall prepare candidates who provide specialized instruction for spoken language, reading and writing for individuals with autism spectrum disorders;
 - (V) The program shall prepare candidates who use instructional strategies that fall on a continuum of child-directed to adult-directed in natural and structured context;
 - (VI) The program shall prepare candidates who consistently use proactive strategies and positive behavioral supports;
 - (VII) The program shall prepare candidates who involve individuals with autism spectrum disorders in the transition planning process;
 - (VIII) The program shall prepare candidates who plan for transition needs including linkages to supports and agencies focusing on lifelong needs;

- (IX) The program shall prepare candidates who demonstrate transfer, lifting and positioning techniques;
 - (X) The program shall prepare candidates who structure the physical environment to provide optimal learning for individuals with autism spectrum disorders
 - (XI) The program shall prepare candidates who provide instruction in self-regulation;
 - (XII) The program shall prepare candidates who utilize student strengths to reinforce and maintain social skills;
 - (XII) The program shall prepare candidates who plan instruction for independent functional life skills and adaptive behavior; and
 - (XIV) The program shall prepare candidates who plan systematic instruction based on learner characteristics, interests, and ongoing assessment.
- (vi) Professional Learning and Ethical Practice. General and Special Educational professionals, in collaboration with Special Education staff, use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning and to advance the profession as indicated by the following:
- (I) The program shall prepare candidates who understand definitions and issues related to the identification of individuals with developmental disabilities/autism spectrum disorders;
 - (II) The program shall prepare candidates who can identify continuum of placement and services available for individuals with autism spectrum disorders;
 - (III) The program shall prepare candidates who understand historical foundations and classic studies of autism spectrum disorders;
 - (IV) The program shall prepare candidates who understand the trends and practices in the field of autism spectrum disorders;
 - (V) The program shall prepare candidates who recognize theories of behavior problems of individuals with autism spectrum disorders; and
 - (VI) The program shall prepare candidates who understand perspectives held by individuals with autism spectrum disorders.
- (vii) Collaboration. General and Special Educational professionals, in collaboration with Special Education staff, collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences as indicated by the following:
- (I) The program shall prepare candidates who services, networks, and organizations for individuals, professionals, and families with autism spectrum disorders; and

- (II) The program shall prepare candidates who collaborate with team members to plan transition to adulthood that encourages post-secondary education, employment and full community participation.

Authority O.C.G.A. § 20-2-200