
Marywood University

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Mission, Philosophy and Overview:

Overview:
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.
Program Goals and Objectives:

The Autism Endorsement documents knowledge in new and emerging areas where formal certification does not exist. The Autism 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. Those who do not have a Level I or II certificate but wish to expand their knowledge of ASD may also take the courses and receive a certification after satisfactory completion of the program.

The professional core courses, competencies, and experiences for the Autism Spectrum Disorders Endorsement Certificate Program is designed to address the specific set of issues, knowledge, and competencies that are relevant to teaching and learning. The program prepares 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. All courses (12 credits) are 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.

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

<table>
<thead>
<tr>
<th>PDE Competencies and Required Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED/PSY 590-Introduction to Autism Spectrum Disorders</td>
</tr>
<tr>
<td>1a, 1b, 1c 3a 4f</td>
</tr>
</tbody>
</table>
**PDE Required Competencies:**

1) Characteristics and Etiology of Autism Spectrum Disorder
   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 relevant history and 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 strengths and limitations.

2) Assessment for Instructional Planning
   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 multi-disciplinary team members through the functional behavior assessment process to identify function of problematic behaviors and associated skill deficits.
   f) Identify when intensity or danger of problem behaviors requires a functional assessment and make appropriate referrals.

3) Instructional Interventions and Methods Across Settings and Grade Levels
   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.
   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.

4) Collaboration with Families, Agencies, and the Community
   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.
Admission to the Program

- A bachelor’s degree from an accredited college or university OR 90 credits+ and good standing in an undergraduate program leading to Level I certification*
- A GPA of 3.0 or better.
- An official transcript for each college or university attended.
- A graduate admission application and essay,
- A background in education, psychology, communication disorders, or another related discipline is recommended.
- State and federal clearances required for practicum hours, which include criminal check, child abuse and FBI fingerprinting.
- Level I or II certificate if seeking PDE endorsement**

*concurrent enrollment requires good standing in an accredited program leading to Level I certificate
**endorsement can only be added to a Level I or II certificate

Non-baccalaureate candidates may apply to the Autism Endorsement Program providing that they are enrolled an area of study leading to a Level I or II certificate. Candidates seeking endorsement concurrent with Level I certificate cannot be recommended for endorsement until approval of Level I is received.

Those who do not hold Level I/II certificate will not receive PDE endorsement but a certificate of completion after satisfactorily completing the ASD program.

The Director of the Autism Endorsement program makes final written approval of admittance to the program.

Criteria for Admission

Admission to the Autism Endorsement program requires a minimum of a Bachelor’s degree, Level I certificate, and all criminal clearances required to work with minors. Individuals with 90 credits+ and good standing in an undergraduate program leading to Level I certification may also be admitted. Transcripts should reflect a minimum cumulative GPA of 3.0.

Transfer Courses

Transfer credits are not considered given the specific scope and sequence of this endorsement program.
Program Curriculum

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

Course Format/Sequence

All courses will be fully online and require participants to have access to a computer and the Internet. Familiarity with Moodle CMS is expected prior to enrollment. Courses may be offered in an eight week accelerated format allowing participants to complete the program in two semesters. Courses should be taken sequentially and each course requires 20-hours of field placement in a community or educational setting working directly with individuals with ASD.

Grading:

A candidate who obtains two “Fs” in a program, for whatever reason, will be dismissed from the program. Candidates who fail to maintain a 3.00 average in their courses do not meet the required standard for Pennsylvania Department of Education and will not be eligible for the endorsement/certificate. To receive credit for a course, candidates must meet all course requirements, including field component and maintain a 3.00 or better. To receive credit for a course, students must meet all course requirements. The responsibility for completing assigned work and for understanding material covered in class rests fully on the student.

Student coursework is graded according to the following scale: A = 4.0, A- = 3.67, B+ = 3.33, B = 3.0, B- = 2.67, C+ = 2.33, C = 2.0, F = 0.0
Required Courses:

SPED/PSY 590: INTRODUCTION TO AUTISM SPECTRUM DISORDERS

This introductory course examines the characteristics and learning traits of students with autism spectrum disorder (ASD). The etiology, assessment, identification, and diagnosis related to students with ASD are explored. Evidence based practices, interventions and strategies for students with ASD are surveyed in this course. This course requires 20-hours of a field experience in a setting serving students with ASD. This course emphasizes Content Area 1 of Pennsylvania Department of Education’s Autism Endorsement Program.

PSY/SED 591 Applied Behavior Analysis Basic Principles

This course introduces students to the concepts and principles of Behavior Analysis, as applied to students with Autism Spectrum Disorder. A 20-hour field based experience is required. This course emphasizes Content Areas 2 & 3 of Pennsylvania Department of Education’s Autism Endorsement Program. This course emphasizes Content Areas 2 & 3 of Pennsylvania Department of Education’s Autism Endorsement Program.

SPED/PSY 592: Intervention and Instruction for Students with Autism

This course provides an overview of effective instructional strategies and interventions for students with Autism Spectrum Disorder (ASD). The focus will be on learning and applying evidence-based interventions and instruction to promote communication and verbal behavior, social competence, and academic success in students with ASD. A 20-hour field based experience is required. This course emphasizes Content Areas 2 & 3 of Pennsylvania Department of Education’s Autism Endorsement Program.

PSY/SPED 593-Family School Intervention for Students with Autism

This course will provide an in-depth examination of family-systems theory and brief family interventions for school related problems of children with Autism. The process and content of evidence based intervention design and implementation will be highlighted. A 20-hour field based experience is required. This course emphasizes Content Areas 3 & 4 of Pennsylvania Department of Education’s Autism Endorsement Program.
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/certificate will be required to complete a minimum of 80 hours of field experience that involves educational and behavioral programming for students with ASD. 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, 20 hours per course. Field experiences must 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.

Candidates are responsible for finding their own field placements. Upon approval of the Program Director, candidates will submit a signed letter of agreement.

Clearances
Clearances must be current throughout the entire placement.

Act 34 of 1994 (Pennsylvania Child Abuse History Clearance) was amended as of July 1, 1996 and requires all school district/agency employees to obtain an official Pennsylvania Child Abuse History Clearance. Because of this action, the school districts/service agencies are requiring that candidates have a current clearance on file and in hand when reporting to the school.

Act 151 (Criminal History Record Information – Police Check) amended the Child Protective Service law to require schools to obtain a criminal history report on all employees. School districts/agencies are requiring all candidates assigned to educational facilities to maintain current clearances on file and with them while in the placement. This form can now be obtained on-line with a major credit card. The website address is: epatch.state.pa.us/home.jsp

Mail completed applications with a money order to the addresses indicated on the forms. The application will take at least four to six weeks. Upon receipt of the processed clearance forms, photocopy each form for yourself and submit the original form to the director of the program. Blank ACT 34 and 151 forms may be downloaded from the PDE website.

As of 04/01/07, Federal Fingerprint Clearance is required, in addition to the Criminal Record Check and the Child Abuse Clearance. The fingerprint-based background check is a multiple-step process, which is outlined at the following website:

www.pa.cogentid.com
Field experiences require participants to interact with children and families. Thus, all courses require students to obtain FBI and Pennsylvania criminal and child abuse background checks. As such, a criminal record may ultimately prevent students from obtaining certification, or future employment as a school psychologist in Pennsylvania.

The Public School Code and regulations (24 P. S. 11-1109, 12-1204, 12-1205, 12-12-09, and PA Code, 49.12) prohibit issuance of a certificate to applicants who do not possess good moral character, or who are addicted to the use of intoxicating liquor or narcotic drugs. A prior criminal conviction is often the basis for questioning whether an individual has good moral character.

Candidates are advised that offenses such as, but not limited to, Underage Drinking, Driving Under the Influence, Assault, Disturbing the Peace, Retail Theft, Drug Possession and Use, Embezzlement, and Prostitution may affect certification.

PLEASE BE AWARE: *Clearances which show any type of criminal record will likely have an effect on placement approval; therefore, placements cannot guaranteed.

Time Sheets
Time sheets are designed to record the number of hours spent in an educational facility. Time sheets should document day/hours and be signed by a site supervisor. Time sheets will be submitted prior to the end of each course. If a time sheet has not been submitted, the candidate will receive an F grade for the course.

Falsification of Records
Any candidate who has been found guilty of: withholding information; willingly deceiving the district or university; or falsifying any information on any form submitted to the Professional Education Field Experience Director must appear before the Chairperson of the certifying department and the Director of Professional Education Field Experience. At that time, the severity of the falsification will be determined and appropriate measures taken.

If it has been determined that information on a time sheet has been falsified, the candidate will be dismissed from the program for falsification of records.

NOTE: Dismissal from a field experience placement, for whatever reason, by a teacher/principal/superintendent /supervisor will result in an automatic failing (F) grade for the course and no hours will be accepted.

Two Unsatisfactory grades for courses/field placements will result in the candidate being dismissed from the endorsement program.
Field Assignments and Evaluation:
Below are examples of field assignments and evaluations. Evaluations may change.

SPED/PSY 590: INTRODUCTION TO AUTISM SPECTRUM DISORDERS
The graduate student will be required to complete a minimum of 20-service learning hours at a field placement working with a student with ASD. Students must secure clearances before beginning service-learning hours. Students will be expected to attend any orientation necessary for the site (not to be counted as service learning hours) in addition to 20 hours of active service to the agency. A signed timesheet by the agency supervisor documenting service hours and performance is required and must be handed in with the final project. Students unable to secure clearances or complete the required service learning hours must withdraw from the course. Failure to complete a satisfactory field experience will result in a failing grade for the course.

Case Study (21 points)
In order to acquaint the graduate student with the needs of his/her a student with ASD, the graduate student will complete a case study. The case study will be written in narrative, report format communicating information to your colleagues. Utilize formal, professional writing but refrain from using jargon. Information on assessments, interests, needs and strengths should be explained in regards to planning instruction. Case study length should be approximately 3-5 pages. Be brief but concise.

3 Outstanding: Requirement is clearly and consistently met in an exemplary manner
2 Satisfactory: Requirement is met with isolated lapses in clarity or consistency
1 Unsatisfactory: Requirement is met with multiple lapses in clarity or consistency
0 Deficient: Requirement is not met or no attempt is made

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student information</td>
<td>Narrative includes: gender, age, grade level, diagnosis, functional level, strengths, weaknesses, interests</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>____x 2</td>
</tr>
<tr>
<td>Assessments</td>
<td>Review of multiple assessments that were administered and analyzed as evidenced of documented disability. Diagnosis clearly articulated and Assessment results summarized clearly.</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>____x 2</td>
</tr>
<tr>
<td>Summary</td>
<td>Narrative summarizing findings of assessments and the focus of instructional goals that address language, behavior, and social-emotional domains.</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>____x 2</td>
</tr>
<tr>
<td>Correctness</td>
<td>Narrative format that is mindful of audience and purpose; Correct grammar, punctuation, spelling</td>
<td>3 2 1 0</td>
</tr>
</tbody>
</table>

Field Experience Candidate Competencies & PDE Standards: SPED/PSY 590

<table>
<thead>
<tr>
<th>PDE Competency Candidates will demonstrate their ability to:</th>
<th>CEC Standard</th>
<th>Experiences</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Characteristics and Etiology of ASD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Describe the defining characteristics of and diagnostic criteria for the various</td>
<td>Standard 1.1, 1.2</td>
<td>Readings, online modules, field component</td>
<td>Online discussion, exam, journal article summary</td>
</tr>
</tbody>
</table>
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.  
Standard 1.1, 1.2  
Readings, online modules, field component  
Online discussion, journal article summary, novel reflection

C. Explain the relevant history of the changing definitions, interventions, and cultural attitudes regarding ASD and their relationship to educational services.  
Standard 6.2, 6.3  
Readings, online modules, field component  
Journal article summary, novel reflection, online discussions

III. Instructional Interventions and Methods across Settings and Grade Levels

B. Evaluate the evidence base for educational interventions for students with ASD.  
Standard 3  
Standard 5  
Readings, discussions, field component  
Journal article, case study

G. Describe the relative strengths and limitations of various augmentative communication systems as applicable to students’ needs and the environment’s requirements.  
Standard 5  
Readings, Field component  
Journal articles, case study, family interview

PSY/SED 591 Applied Behavior Analysis Basic Principles

**Applied Project/CAPS (Field Component)**

The Candidate will develop a CAPS plan for a targeted student with ASD. Development of the CAPS plan will occur during the 20-service learning hours at a field placement working with a student with ASD. Students unable to secure clearances or complete the required field hours must withdraw from the course. The CAPS plan is worth 100 points and the specific format for the plan will be distributed during the first class.

Field Experience Candidate Competencies & PDE Standards: PSY/SPED 591

<table>
<thead>
<tr>
<th>PDE Competency</th>
<th>CEC Standard</th>
<th>Experiences</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Assessment for Instructional Planning</td>
<td>CEC Standard</td>
<td>Experiences</td>
<td>Evaluation</td>
</tr>
<tr>
<td>a) Identify the range of assessment domains (Comprehensive Autism Assessment Planning Tool, 2008) that</td>
<td>Standard 3</td>
<td>Field Based Experience-CAPS Plan</td>
<td>CAPS Rubric</td>
</tr>
<tr>
<td>III. Instructional Interventions and Methods Across Settings and Grade Levels</td>
<td>CEC Standard</td>
<td>Experiences</td>
<td>Evaluation</td>
</tr>
<tr>
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</tr>
<tr>
<td>c) Describe, interpret, utilize, and evaluate instructional strategies based on the principles of applied behavior analysis.</td>
<td>Standard 4</td>
<td>Field Based Experience- CAPS Plan Readings, Discussions, FBA</td>
<td>Journal articles, CAPS rubric, FBA</td>
</tr>
<tr>
<td>d) Define and demonstrate skills related to verified evidence based interventions and instruction established for students with ASD.</td>
<td>Standard 5</td>
<td>Field Based Experience- CAPS Plan Readings, Discussions, CAPS, FBA</td>
<td>Journal articles, CAPS rubric quizzes</td>
</tr>
<tr>
<td>e) Assess and structure the environmental supports to enable students with ASD to participate and progress in all environments.</td>
<td>Standard 4</td>
<td>Field Based Experience- CAPS Plan Readings, Discussions, FBA</td>
<td>CAPS rubric, FBA</td>
</tr>
<tr>
<td>k) Proactively apply methods to reduce student motivation to engage in problem behavior, assess its effectiveness, and teach functionally equivalent replacement behaviors.</td>
<td>Standard 2, 5</td>
<td>Field Based Experience- CAPS Plan Readings, Discussions, FBA</td>
<td>Journal articles, discussion, readings, CAPS Rubric</td>
</tr>
</tbody>
</table>

**SPED/PSY 592: Intervention and Instruction for Students with Autism**  
**Applied Project/Reaction** (Field Component)  
**Field Experience Portfolio (215 pts.)** - Students will complete a field experience portfolio that documents 20 hours of field experience with a child/student with ASD and
the ability to apply the following professional practices: identify social, communication, and behavioral goals based on parent or caregiver interview and child observations; design an intervention plan for a social, communication, and behavior skills acquisition; and develop visual supports. The portfolio must include the following:

1) Activity log/time sheet (5 pts.)

2) Child description (10 pts.)

3) A checklist of intervention strategies task analysis (10 pts.)

4) Teaching Observations: (30 pts.) Observe, three one-hour teaching sessions for a student with ASD and compose a reflection. Each of the observations should focus on a different area and include Social-behavioral, Communication, and Academic or Sensory.

5) Developed three visual supports (60 pts.): Students are to create a variety of visual support materials including a visual routine schedule, first/then board and cues, a social story, visual activity sequence, etc., based on the child’s target routine(s) and skills.

6) Differentiated/Adapted Lesson Plan and Reflection: (100 pts.): Write a lesson plan with accommodations/modifications for a student with ASD and deliver the lesson to a class that includes the student for whom the lesson was designed (see rubric below for lesson plan)

**Lesson Plan/Teach/Reflect**

Students will write one whole group lesson plan to be implemented in their placement. The lesson plan should follow the Marywood Lesson plan template and contain; a) Big ideas; b) essential questions; c) concepts and competencies; d) PSSA/Common Core standards; e) objectives; f) detailed procedures that demonstrate how the outcomes are being addressed that utilize the best practice; g) assessment/grading techniques; h) copies of materials used with lesson; and i) student work samples. Additionally, the lesson plan should be differentiated to meet the needs of students in the classroom and include explicit adaptations and modifications as well as best practices targeted for the student with ASD.

The student will use the Marywood University lesson plan template to create an adapted lesson plan for his/her placement class. Plans should explicitly identify, highlight, and explain how and why you adjust content, process, and/or product to meet individual student needs. Lesson plan should incorporate best practices. Lesson plan will include all materials necessary for implementing lesson as well as assessment and rubrics for grading. Additionally, students will reflect on the effectiveness of instructional design and delivery after the lesson. A reflective summary should also be submitted with the lesson plan.

**Lesson Plan Rubric:**
<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Ideas</td>
<td>Context of lesson explained in regards to “big picture” and how lesson objectives relate to the broader goals</td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td>Essential Questions</td>
<td>Questions connected to the SAS framework that are specifically linked to the Big Ideas. They should frame the student inquiry, promote critical thinking and assist in learning transfer</td>
<td>_____ X 2</td>
</tr>
<tr>
<td>Key Concepts</td>
<td>Describe what students should know (key knowledge) as a result of this instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Describe what the students should be able to do (key skills) as a result of this instruction</td>
<td></td>
</tr>
<tr>
<td>Key Competencies</td>
<td>Clear connection to specific state standards</td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td></td>
<td>Assessment anchors tie together State assessment and the curriculum/instructional practice</td>
<td></td>
</tr>
<tr>
<td>PSSA/Core Standards</td>
<td>Learning objectives clearly stated and focused on student’s needs</td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td>Methods</td>
<td>Clear sequence of strategies for lesson implementation including “best practice” strategies to meet individual/diverse student needs. Explanation is clear and detailed so that lesson can be replicated.</td>
<td>4 3 2 1 0 _____x 3</td>
</tr>
<tr>
<td>Anticipatory set</td>
<td>Method for introducing the lesson and engaging the learners</td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td>Introduction to new Skill</td>
<td>Procedures for triggering prior knowledge and introducing and modeling new skill</td>
<td>_____ x 4</td>
</tr>
<tr>
<td>Guided practice</td>
<td>Sequence of activities, methods of questioning and monitoring learning</td>
<td></td>
</tr>
<tr>
<td>Independent practice</td>
<td>Methods for students to practice independently and receive feedback on performance</td>
<td></td>
</tr>
<tr>
<td>Adaptations</td>
<td>Integration of adaptations and UDL components are explicitly highlighted and explained (why it is UDL/connection to neural networks/ why strategy was chosen for your target student(s)) throughout the lesson plan.</td>
<td>4 3 2 1 0 _____x 6</td>
</tr>
</tbody>
</table>
### Assessment

Formative and summative assessments. A clear statement of means for assessing student progress related to learning objectives should be included along with performance criteria and written assessment measures. A variety of different modes of assessment should be included. Include specific details and rubrics for (not all may apply): behaviors to observe/look for as students work, questions to pose, tasks/activities for students, means of determining individual student learning.

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
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</tbody>
</table>

_____x 2

### Materials/Technology

Lists materials and technology to be used. Print materials to be used with students should be submitted (for example: PowerPoint slides, worksheets, quizzes, etc.).

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
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### Student Work Samples

Reflection is complete and thoughtful. Evidence of instructional decision making based on student's individual needs is evident. Includes the following:

- What occurred when you taught the lesson?
- What you did differently from planned activities and why?
- How did student respond to various parts of the lesson, glitches and/or powerful moments
- Student learning and overall success of instruction
- Describe what you would do differently next time and why.
- Reflect about your development as a teacher and how you will continue to improve.

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### Field Experience-Candidate Competencies & PDE Standards: SPED/PSY 592

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<tr>
<th>PDE Competency</th>
<th>CEC Standard</th>
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<tr>
<td>III. Instructional Interventions and</td>
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<tr>
<td>Methods across Settings and Grade Levels</td>
<td>Standard 3</td>
<td>Standard 5</td>
<td>Best Practice Papers, Field Portfolio</td>
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<tr>
<td>A. Discuss characteristics, strengths, and limitations of various models of intervention commonly implemented for students with ASD.</td>
<td>Readings, chats/forums Field component</td>
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<tr>
<td>C. Describe, interpret, utilize, and evaluate instructional strategies based on the principles of applied behavior analysis.</td>
<td>Standard 2.1, 4.1, 4.2, 5.1</td>
<td>chats/forums, field component, video, online modules</td>
<td>Field portfolio, Research strategy presentation</td>
</tr>
<tr>
<td>D. Define and demonstrate skills related to verified evidence-based interventions and instruction established for students with ASD (National Standards Project, 2009).</td>
<td>Standard 3</td>
<td>Chats/forums, field component</td>
<td>Field portfolio (reflection, lesson plan), Best Practice papers</td>
</tr>
<tr>
<td>E. Assess and structure the environmental supports to enable students with ASD to participate and progress in all environments.</td>
<td>Standard 2.2</td>
<td>Chats/forums, field component</td>
<td>Field portfolio (reflection, lesson plan)</td>
</tr>
<tr>
<td>F. Accommodate and/or modify specific instructional programs and materials to meet the needs of students with ASD in all environments.</td>
<td>Standard 2.2</td>
<td>Field component</td>
<td>Field portfolio</td>
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PSY/SPED 593-Family School Intervention for Students with Autism

Family Resource Plan Directions & Grading Rubric
The candidate will develop a Family Resource Plan for a family of a student with ASD. Development of the Family Resource Plan will occur during the 20-service learning hours at a field placement working with a family of a student with ASD. Students unable to secure clearances or complete the required field hours must withdraw from the course. Failure to complete a satisfactory service learning project will result in a failing grade for the course. The Family Resource Plan is worth 100 points.

You will be completing a family resource plan as part of your 20-hour field based experience. During this experience, you will interview parents, observe the child with ASD in the home setting, and explore at least two community resources deemed beneficial to the family. Clearances and family consent are needed. No identifying information of the family is to be included in your final product. The final product is to be in APA format and double-spaced with 1” margins and 12-point font.

CHAPTER 1: FAMILY UNIT (10 pages max)
- Discuss the structure of your family.
  - Who currently lives in the home, ages, vocations, grades?
  - What is the family’s geographic location (rural, urban, suburban)?
- Discuss each family member’s roles & responsibilities within the family unit.
- Discuss family communication patterns (Parent-Parent, Parent-Child, Child-Child)
- Discuss boundaries within the family system (Parent-Parent, Parent-Child, Child-Child)
Discuss boundaries between the family unit and the community (Rigid, Permeable, Open)

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<th>Proficient 3</th>
<th>Developing 2</th>
<th>Unacceptable 1</th>
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CHAPTER 2: THE FAMILY UNIT AND DEVELOPMENTAL LIFECYCLE CHALLENGES (10 pages maximum)

- Apply the developmental lifecycle stages to your family unit.

- Discuss current horizontal and vertical stressors.

- Discuss parent perceptions of the child’s disability (ASD)

- Discuss family perceptions of the child’s future

- Identify and discuss family needs relevant to the child’s disability (ASD).

- Discuss the child’s instructional program (public vs private, level of support, IEP goals)

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<th>Some of paper utilizes professional writing conventions and has some (3-5) errors in punctuation, grammar, usage and spelling.</th>
<th>Professional tone and APA not evident and numerous (6+) errors in punctuation, grammar, usage and spelling.</th>
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CHAPTER 3: FAMILY RESOURCES (15 pages maximum)

- Discuss the family’s receptiveness towards support from outside entities (school, community agencies, medical professionals)

- Discuss the family’s receptiveness towards support from immediate family members, relatives, neighbors, and friends.

- Discuss the family’s willingness to collaborate with outside entities (school, community agencies, medical professionals)

- Discuss the family’s response to ASD and their willingness to obtain outside resources in terms of seeker-ship/consumerism, parental advocacy, and parental acceptance.

- Identify potential resources of the family. (i.e. education, geographic location, family, friends, relatives, financial status, transportation)

- Identify and highlight at least two community resources that may be beneficial to the family (community connections, social network, church)

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CHAPTER 4: INTERVENING WITH FAMILIES OF CHILDREN WITH AUTISM SPECTRUM DISORDERS
(10 pages maximum)
- Identify and discuss family myths about ASD, disabilities, and related services that need to be debunked.

- Apply and discuss at least two techniques that you might use to debunk family myths about ASD, disabilities, and related services.

- Discuss how one might mobilize family resources to address needs.

- Identify potential pitfalls and means to overcome these pitfalls.

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**Field Experience-Candidate Competencies & PDE Standards: PSY/SPED 593**

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<th>Experiences</th>
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<td>a) Discuss characteristics, strengths, and limitations of various models of intervention commonly implemented for students with ASD.</td>
<td>Standard 5</td>
<td>Field Based Component Readings</td>
<td>Family Resource Plan Rubric</td>
</tr>
<tr>
<td>i) Provide appropriate training, consultation, and instructional coaching to other professional and nonprofessional staff having contact with students with ASD</td>
<td>Standard 7</td>
<td>Readings Discussion Field Component</td>
<td>Quizzes Family resource Plan rubric</td>
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<td>CEC Standard</td>
<td>Experiences</td>
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<tr>
<td>IV. Collaboration with Families, Agencies, and the Community</td>
<td>Standard 7</td>
<td>Field Component Readings</td>
<td>Family resource Plan rubric</td>
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<td>a) Facilitating family and school collaboration with sensitivity to the range of the impact that ASD may have on the family system.</td>
<td>Standard 7</td>
<td>Field Component Readings</td>
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<td>c) Assessing family preference for level of support in advocating for their children and provide appropriate assistance.</td>
<td>Standard 7</td>
<td>Field Component Readings Discussion</td>
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<td></td>
<td>e) Leading cross-system planning and collaboration efforts</td>
<td>Standard 7</td>
<td>Field Component</td>
</tr>
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<td>f) Designing instructional programs with attentiveness to legal mandates and family considerations.</td>
<td>Standard 7</td>
<td>Field Component</td>
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Policies and Procedures

Student Retention Policy

Supervision of student professional development is a critical. Completion of the ASD Endorsement program equips students to become work in schools and community agencies with individuals with Autism Spectrum Disorders, therefore, have particular concern about the ability of students to function at a satisfactory professional level. Evaluation of students in the program will include: (a) academic abilities as demonstrated in course work; (b) development of a high level of awareness of ethical issues and a consistent demonstration that student behavior is guided by a concern for these issues; (c) personal qualities that are necessary in order to function as a professional (e.g., interviewing skills, openness to feedback, ability to critically evaluate one's strengths and limits as a professional, ability to relate effectively with clients and colleagues in a professional manner, awareness and respect for diversity issues in work with clients). These personal qualities are most directly observed in fieldwork, but also may be involved in other courses. Students deemed deficient in any of the aforementioned areas may be subject to a Corrective Action Plan or, in the case of serious breaches in conduct, dismissal from the program. A Corrective Action Plan is automatically developed for students who earn a C+ or lower.

A Corrective Action Plan (CAP) is a means by which the ASD program can help insure that students are maintaining appropriate development of their professional abilities and that student behavior reflects the requisite high standards of professionalism required for the program. The nature and purpose of the CAP in general is consistent with corrective action plans of the Departments of Education and Psychology and Counseling stated in the Graduate Catalog.

As indicated in the graduate catalog, a CAP is initiated when informal problem resolution efforts have been attempted and have not been successful. The CAP involves placing the student on remedial status to provide an opportunity to correct the deficiencies identified in the CAP.

Three outcomes are possible at the end of the remedial period: (1) the student's remedial status is continued for a defined period of time with a revised CAP; (2) the student is returned to regular status if the CAP is successfully completed; or, (3) it is recommended to the Dean of the Reap College of Education and Human Development that the student be dismissed from the ASD program. Determination of the outcome of the CAP is made by the ASD Program Director.

Professional Conduct

The ASD program requires students to conduct themselves as professionals-in-training. As such, students are expected to behave in a manner that displays the highest regard for human dignity. Students are also expected to demonstrate personal qualities that are required for psychologists (e.g., ability to listen empathetically and accurately, ability to
engage effectively with a wide diversity of clients in evaluation and consultation settings, ability to work in an effective manner with other research, medical, legal, educational, and mental health professionals, willingness to seek out supervision and follow directions). This professional behavior is expected both in the classroom and other relevant professional settings (e.g., when conducting research and practicum and internship). Evaluation of professional conduct includes observations from faculty and formal written evaluations by field supervisors. Any student found lacking in professional conduct may be placed on a Corrective Action Plan. Failure to meet the goals in the Corrective Action Plan will result in recommendation to the Dean for the student to be dismissed from the program.

Students are required to adhere to the ethical code of professional associations including but not limited to: the Council for Exceptional Children, the National Education Association, the National Association of School Psychologists and the American Psychological Association (APA). Copies of the ethical code are available for no charge on-line at:


http://www.nea.org/home/30442.htm


Students may appeal any Department decisions following the grievance procedures of the Graduate School. Information about appeals procedures for the College of Education and Human Development is available from the Dean’s Office.

Plagiarism Policy

The following is the University’s statement on plagiarism:

Plagiarism is defined as the offering as one’s own work the words, ideas, existing imagery, or arguments of another person. Using the work of others requires appropriate attribution by quotation, reference, or footnote. Use of information without attribution from any source, including the Internet, is considered plagiarism.

The College of Education and Human Development specifically states “coursework completed through plagiarism will be graded as an automatic ‘F.’” Further, plagiarism constitutes both an academic violation and code of conduct violation. ASD Endorsement Program students who complete work through plagiarism receive a failing grade for that assignment and are placed on permanent probationary status. The occurrence of a second incident of plagiarism will result in automatic recommendation to the Dean for dismissal of the student from the program.
Students are expected to have a thorough understanding of what constitutes plagiarism, whether it be verbatim copying of information or improper paraphrasing. Several links to Internet sites that describe plagiarism issues can be found through the University Library website. These sites offer strategies to avoid plagiarism, as well as examples of proper and improper paraphrasing. Assistance through the Writing Excellence Center at the University also is recommended. Although there may be instances where plagiarism occurs innocently, ignorance is no excuse. The penalties discussed above are applied regardless of student intent; it is the professional responsibility of the student to be aware of issues related to plagiarism and to insure that she/he does not engage in plagiarism.

**Grievance Procedure**

**Before deciding to initiate a formal academic grievance, students must:**
- approach the instructor, Director of ASD program, or Department Chairperson directly involved with the alleged problem to determine if you can resolve the matter informally;
- read the following procedures to be sure you understand the formal academic grievance procedure;
- seek advice from appropriate parties to ensure that your grievance is not more properly addressed by the University’s Civil Rights Policy, or Grade Appeal Policy.

If you decide to file a formal academic grievance, procedures are to be followed as listed below. However, you may ask that the appeal be discontinued at any step in the process.

**Phase One – Initial Filing**

1. Your formal academic grievance must be filed on **Form A Student Information** within 30 working days from the date when the alleged incident occurred or problem began. Failure to act within this time period will rule out any future consideration of the matter. A copy of the form must be filed with the supervisor of the person you are grieving.

2. The supervisor will immediately acknowledge receipt of the grievance in writing and provide you with a copy of this acknowledgement. After consultation with appropriate parties, you will receive, within 20 working days of the receipt of the grievance, written decision from the supervisor. This decision will attempt to resolve the issue to your satisfaction.

**Phase Two – The University Academic Grievance Committee**

If you feel that the grievance has not been resolved to your satisfaction, you may request a formal review by the Academic Grievance Committee. Before doing so you should carefully read the following steps:

1. You must submit, within 10 working days after receiving the written decision of the supervisor a request to appear before the Student Grievance Committee. You must state the nature of the grievance and the reason(s) why the supervisor’s response was unsatisfactory.
2. The Dean or appropriate Institutional Officer will now convene a Student Academic Grievance Committee. It will include:

- Four Students, one from each College, appointed by the Dean of the College
- Four faculty members, one from each college, appointed by the Dean of the College. The Academic Dean convening the Committee will appoint one professional staff representative who deals with student affairs issues.

The Dean or appropriate Institutional Officer will serve in an ex officio capacity without a vote and has the responsibility for seeing that the grievance process proceeds as outlined in this guide. The Dean is to provide assistance to the University, to you, the student grievant, the employee, the supervisor or the student grieved against and to the Student Grievance Committee. The Dean or a designee will be present at all hearings held by the Student Grievance Committee.

Committee Procedures

1. The chairperson of the Committee shall be elected by the members of the Student Academic Grievance Committee.
2. A quorum shall consist of two student members, two College representatives, plus the professional staff representative.
3. The Academic Dean convening the Student Academic Grievance Committee will determine which if any, faculty and students have a vested interest in a particular hearing and declare them ineligible.
4. The Chair of the Committee, elected by members of the committee, will secure from you all pertinent information. Likewise, expect the Chair of the Committee to secure also from the employee against whom the grievance was filed a response to the grievance and additional pertinent information.
5. The Dean or appropriate Institutional Officer shall convene the committee to provide (as appropriate) a hearing for you. The hearing and related processes should be completed within sixty days of the filing of the formal request for a hearing. The Committee will schedule separate inquiries with you, the employee and the supervisor. Everyone must provide the pertinent facts which the Committee needs to determine the merits of the complaint. The committee may conduct any additional hearings it considers necessary to render a fair decision. You may request and be granted an opportunity to appear before the Committee in the presence of the other party.
6. The committee shall decide by majority vote the solution of the grievance. Upon deliberation of the information presented, the committee will either:
   - uphold the original action;
   - dismiss/censure the action;
   - grant your request for solution;
   - determine a mutually acceptable compromise between you and the person you are grieving.
7. You will receive from the Dean or appropriate Institutional Officer a copy of the committee’s final recommendation. This final recommendation will also be sent to the Vice President for Academic Affairs or appropriate Institutional Officer.

8. The final decision on the matter rests with the Vice President for Academic Affairs or President, as appropriate to the grievance.

**Rights of the Parties Involved in a Grievance**

When a grievance hearing is scheduled, the parties involved are entitled to:

1. A written notice of the complaint.
2. A written notice of the time and place of the hearing.
3. Review of all submitted evidence, documents or exhibits that each party may present at the hearing.
4. Access to the names of the witnesses who may testify.
5. Appear in person and present information on his/her behalf, call witnesses and ask questions of any person present at the hearing.
   - If either you or the party involved fails to appear before a scheduled committee hearing, you have three (3) working days to submit acceptable evidence for your absence. If not submitted, a decision will be made on the available evidence.
   - Appeals on alleged violations of the process described herein may be made to the next supervisory level.

**Accommodations for students with documented disabilities**

Marywood University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended by the ADA Amendments Act of 2008. Students with disabilities who need special accommodations must submit documentation of the disability to the Office of Disability Services, Liberal Arts Center 223B, in order for reasonable accommodations to be granted. The Office of Disability Services will partner with students to determine the appropriate accommodations and, in cooperation with the instructor, will work to ensure that all students have a fair opportunity to perform in this class. Students are encouraged to notify instructors and the Office of Disability Services as soon as they determine accommodations are necessary; however, documentation will be reviewed at any point in the semester upon receipt. Specific details of the disability will remain confidential between the student and the Office of Disability Services unless the student chooses to disclose or there is legitimate academic need for disclosure on a case-by-case basis. For assistance, please contact Diane Webber, Associate Director of Disability Services, at 570.348.6211 x2335 or dtwebber@marywood.edu.

Marywood University (the “University”) declares and reaffirms a policy of equal educational and employment opportunity and non-discrimination in its educational programs and all other activities that it operates both on and off University property. To
view Marywood’s Anti-Discrimination Policy including contact information for questions or claims, go to: http://www.marywood.edu/studenthandbook/policies-and-procedures/ and click on “Anti-Discrimination Policy”.

Marywood University does not condone and will not tolerate discrimination, harassment, or assault regardless of whether the action is based on race, sex (including sexual harassment, sexual violence and pregnancy), color, gender, national or ethnic origin, age, creed, ancestry, religion, disability, marital status, military/veteran status, genetic information, whether an individual has a GED, use of a guide or support animal, or any other characteristic protected by applicable federal, state, or local law.
I, _____________________________________________, have received the Autism Endorsement Program Handbook and agree to all the policies, procedures, and guidelines contained herein.

Signature________________________________________________________Date____
Appendix A:

Letter of Agreement for Field Placement: ASD Endorsement Program

This agreement is made this (date) between (school district/agency) and (student name).

The purpose of this agreement is to provide the Autism Spectrum Disorder Endorsement program candidate with a hands-on experience in the school/system or community agency working with students with ASD.

Field experiences must 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. Candidates for the ASD endorsement will be required to complete a minimum of 80 hours of field experience within the 12-credit program that involves educational and behavioral programming for students with ASD.

The experience is more than observation. Candidates are expected to develop several competencies 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

Specifically, Candidates will be expected to:

1. Provide current background, criminal clearances to field site.  
2. Spend a minimum of 20 hours (per course) in a school or community setting working with individuals with ASD.
3. Document hours on a timesheet via site supervisor signature.
4. Complete one or more of the following (depending on course):
   a. **Case Study**: In order to acquaint the candidate with the needs of his/her a student with ASD, the candidate will complete a case study. The case study will be written in narrative, report format communicating information to colleagues. Information on assessments, interests, needs and strengths should be explained in regards to planning instruction. Case study length should be approximately 3-5 pages (SPED/PSY 590).
   b. **Family Member Interview**: The candidate will select an individual with an Autism Spectrum Disorder (ASD) and interview one family member of this individual. The candidate is responsible for locating this person. The candidate will use the interview questions provided and complete the reflection summary (SPED/PSY 590).
   c. **Functional Behavioral Assessment (FBA)**: Students will be required to complete three (5) systematic observations in the school setting, at different times of the day, on one child identified with ASD. The observations will last 15-30 minutes. In addition, students will be required to interview the child’s parent and teacher by asking the following four (4) questions: 1. What medical factors may contribute to the child’s behavior?; 2. How does the child get along well with others?; 3. What types of activities does the child enjoy?; and 4. What kind of activities does the child dislike? Upon completion of the three (5) observations and interviews, students will be required to complete a comprehensive Functional Behavioral Assessment in the state format found at www.pattan.net. All appropriate clearances, parental permission and school district permission will be required before the school-based observations can begin (SPED/PSY 591).
   d. **CAPS Plan**: The candidate will develop a CAPS plan for a targeted student with ASD (SPED/PSY 591).
   e. **Field Experience Portfolio**: Candidates will complete a field experience portfolio that documents 20 hours of field experience with a child/student with ASD and the ability to apply the following professional practices: identify social, communication, and behavioral goals based on parent or caregiver interview and child observations; design an intervention plan for a social, communication, and behavior skills acquisition; and develop visual supports. The portfolio must include the following:
      - Activity log/ time sheet
      - Child description
      - A checklist of intervention strategies task analysis
      - Observe, three one-hour teaching sessions for a student with ASD and compose a reflection. Each of the observations should focus on a different area and include Social-behavioral, Communication, and Academic or Sensory.
      - Develop three visual supports: Candidates are to create a variety of visual support materials including a visual
routine schedule, first/then board and cues, a social story, visual activity sequence, etc., based on the child’s target routine(s) and skills.

- Differentiated/Adapted Lesson Plan and Reflection: Write a lesson plan with accommodations/modifications for a student with ASD and deliver the lesson to a class that includes the student for whom the lesson was designed (SPED/PSY 592)

f. **Lesson Plan/Teach/Reflect:** Students will write one whole group lesson plan to be implemented in their placement. The lesson plan should follow the Marywood Lesson plan template and contain; a) Big ideas; b) essential questions; c) concepts and competencies; d) PSSA/Common Core standards; e) objectives; f) detailed procedures that demonstrate how the outcomes are being addressed that utilize the best practice; g) assessment/grading techniques; h) copies of materials used with lesson; and i) student work samples. Additionally, the lesson plan should be differentiated to meet the needs of students in the classroom and include explicit adaptations and modifications as well as best practices targeted for the student with ASD (SPED/PSY 592)

g. **Family Resource Plan:** The candidate will develop a Family Resource Plan for a family of a student with ASD (SPED/PSY 593)

You will be asked to provide professional guidance throughout the placement, sign a timesheet and complete an evaluation form at the end of the experience. Your input will be calculated into the final grade

I, (program candidate) understand my professional responsibilities and ethical obligation as well as the course requirements.

Signature of Program
Candidate________________________________________________________date____________

I, (Site supervisor/teacher). Understand the candidate’s responsibilities and course requirements. I am willing and able to provide the necessary access, support and resources to assist the candidate in completing the course requirements.

Signature of Site
Supervisor________________________________________________________date____________

If you have any questions or concerns, please contact the program director:

Patricia S. Arter, Ed.D
Program Director, ASD Endorsement Program
Associate Professor of Special Education
Marywood University
PSArter@Marywood.edu 570-348-6211, ext. 2511