

## **Autism Spectrum Disorders Specialized Competencies**

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K=Knowledge-based competency

S=Skill-based competency

- K1            Understanding of the range of characteristics of students with ASD in the social, communication, and behavioral domains and the implications of various learning styles unique to students with ASD.
  
- K2            Understanding of the meaning and implications of the following terms: visual learner, concrete/abstract learning, stress and anxiety issues, sensory differences/issues, social-communication issues, idiosyncratic behaviors/issues, direct teaching/incidental learning.
  
- K3            Understanding of the importance of building multiple relationships among the student, their peers, and other adults in various settings, so that the student's independence is emphasized.
  
- K4            Understanding of the importance of building multiple relationships among the student, their peers, and other adults in various settings, so that the student's independence is emphasized.
  
- S1            Demonstrates the ability to provide structure and predictability for the student through consistent implementation of direct teaching methods that support prior learning and ongoing development of social, communication, and adaptive behavioral skills, etc. under the direction of licensed staff.
  
- S2            Demonstrates the ability to adapt, modify, or structure the environment based on an understanding of which auditory, visual, or other sensory stimuli may be distracting, offensive, reinforcing, or calming for the individual student under the direction of licensed staff.
  
- S3            Demonstrates the ability to consistently use various visual strategies, including environmental structuring, schedules, visual cues, and social stories to communicate social information and expectations that support the student's learning as directed by the teacher.
  
- S4            Demonstrates the ability to communicate effectively and consistently, using strategies to help students with ASD communicate effectively, including: modeling and reinforcement, repairing social/communication breakdowns, providing relevant social/communication cues and implementing planned interventions such as picture exchange or symbolic communication systems under the direction of licensed staff.

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- S4 Demonstrates the ability to consistently utilize proactive strategies, positive behavioral supports including: structured teaching methods, ABA methods including discrete trial and generalization approaches, and sensory interventions to enhance learning and prevent behavior problems, as directed by the teacher or related service staff.
  
- S4 Demonstrates the ability to accurately collect data for documenting learner outcomes and reports to the teacher when a strategy is or is not producing the planned effect.