



OUTLINE & LEARNING OBJECTIVES

Modules	Learning Objectives
Module 1 General Autism Competencies	<ul style="list-style-type: none">• List and explain the defining characteristics of autism and the impact on the individual as defined by the Virginia Department of Education• Describe the continuum of Autism Spectrum Disorder (ASD) and the range of characteristics, abilities and learning needs that may be present• List and explain the associated characteristics commonly present in autism and the impact on the individual• List and explain the associated cognitive characteristics and learning styles commonly present in autism and the impact on the individual
Module 2 Comprehensive Instructional Programming	<ul style="list-style-type: none">• Implement a wide variety of evidence-based practices that effectively address the individual's goals and objectives• Implements evidence-based practices with fidelity across all settings to foster generalization and maintenance of skills• Collaborate with the Individualized Education Program (IEP) team as evidenced by regular communication and participation in scheduled team meetings and inform the team of any areas of concern or changes in behavior• Implement and follow-up on team decisions and communicate results to the team• Implement accommodations and/or modifications of tasks that effectively address the individual's goals and objectives• Implement instruction for active engagement and maximizes learning• Identify and incorporates students interests across academic and daily living activities• Utilize assistive technology• Implement task analysis by breaking skills into small teachable parts• Implement prompting strategies and hierarchies• Identify individualized reinforcement preferences on an ongoing basis• Provide appropriate reinforcement contingent on behavior• Emphasize the use of naturally occurring reinforcement• Systematically fade reinforcement to support student independence
Module 3 Environmental Structure and Visual	<ul style="list-style-type: none">• Understand the components of environmental structure and the importance of establishing an organized space that promotes independence for students

<p>Supports</p>	<ul style="list-style-type: none"> • Identify educational environments that are safe and free of hazards • Identify ways to create a positive educational climate that promotes respect for all • Understand and explain the importance of visual supports to communicate information and expectations, increase independence, and prepare for and complete transitions • Describe various types of visual supports including daily schedules (by length and type), communication visuals, routine-based supports, and implementation visuals • Recognize the paraprofessional’s role in utilizing visual supports to help individuals participate in the environment and complete tasks independently
<p>Module 4 Communication and Social Skills</p>	<ul style="list-style-type: none"> • Identify the 3 types of language skills that comprise communication • List various communication modalities and functions • Understand and explain evidence-based teaching strategies to support: <ul style="list-style-type: none"> ○ Expressive language skills to enable students to communicate effectively in their environment and to increase positive interactions with others ○ Receptive language skills and comprehension necessary for effective communication • Recognize communication opportunities throughout the day to enable students to achieve communication goals: <ul style="list-style-type: none"> ○ Through environmental arrangement, routines, peer interactions and motivational activities ○ Across all daily activities and with multiple communication partners to ensure generalization of skills • Describe various types of Alternative and Augmentative Communication, including unaided and aided AAC • Identify and explain evidence-based practices for implementing AAC to promote or enhance communication based on the student’s goals and objectives • Identify the 3 components of social skills • Recognize the paraprofessional’s role in: <ul style="list-style-type: none"> ○ Providing numerous opportunities throughout the day to work on social skills that enable students to achieve social goals ○ Supporting interactions between peers and students with ASD by providing relevant information and guidance to peers that will foster interactions and provide opportunities to learn social skills goals and objectives ○ Implementing programs designed to enhance social skills across all daily activities and with multiple social partners to ensure generalization of skills • Identify and explain evidence-based practices that teach social skills which:

	<ul style="list-style-type: none"> ○ Foster social interest and interactions outlined in the student’s goals and objectives ○ Promote the understanding and following of common social rules and norms ○ Promote emotional development and emotional regulation as it relates to self and others ● Understand the importance of data collection on targeted social skills
<p>Module 5 Behavior</p>	<ul style="list-style-type: none"> ● Understand the factors that influence behavior, identify how to observe and document when interfering behavior is/is not present, and recognize when intervention is warranted ● Explain the components of the behavior chain (setting event, antecedents, behavior, and consequences) and understand the four functions of behavior ● Understand and describe the relationship between communication and behavior ● List and describe the components of a positive behavior support plan and explain how each component can reduce interfering behavior while promoting the dignity and respect of the student. ● Implement proactive strategies designed to prevent the occurrence of interfering behaviors ● Provide individualized positive reinforcement for demonstration of new skills designed to replace interfering behavior as well as the absence of interfering behaviors ● Implement all components of a positive behavior support plan with consistency across all environments ● Implement strategies to de-escalate a crisis situation to keep the student, self, and others safe as outlined by the student’s intervention plan and division policies ● Communicate any instances of crisis level interfering behaviors with the educational team immediately and report the incident according to school and division policies ● Provide the educational team with information regarding any areas of concern or changes in behavior ● Observe behaviors and record data using objective measures and criteria to decrease the interfering behavior and increase the alternative and positive behaviors
<p>Module 6 Promoting Independence and Self-Determination</p>	<ul style="list-style-type: none"> ● Identify Evidence-Based Practices to Increase Short- and Long-Term Independence in: <ul style="list-style-type: none"> ○ Functional and Daily Living Skills ○ Cognitive & Learning Abilities ○ Academic Skills ● Provide opportunities throughout the day to work on: <ul style="list-style-type: none"> ○ Independence and aptitude skills ○ Enable students to achieve goals and foster generalization and maintenance of skills