

**Student Advisement Sheet**  
**Graduate Certificate in Autism Spectrum Disorders**  
**University of Central Florida**  
**Department of Child, Family and Community Sciences**

**Required Courses—12 Credit Hours**

Course Name	Course #	Credit Hours	Term
Assessment, Diagnosis, and Curriculum Prescriptions for Students With Autism	EEX 6297	3	Fall / Spring
Nature of Autism: Theory & Educational Practice	EEX 6246	3	Fall / Spring
Communication Foundations and Assistive/Instructional Technology For Communication	SPA 6437	3	Summer
Methods of Behavior Management	EEX 6612	3	Fall

\*Student may enter the Certificate in Autism Spectrum Disorders Program with any one of the four courses available that semester. Student may elect to complete the program in three semesters by taking two courses in the fall or take the four courses over four semesters. Students in a Master’s program may incorporate these courses into their program of study based on the recommendations from their advisor.

**Required Competency Documentation**

Student must earn a **B- or better** in each of the four certificate courses in order to receive the Graduate Certificate in Autism Spectrum Disorders. Student must submit an electronic portfolio with all required documentation that is approved by the Graduate Certificate in Autism Spectrum Disorders Review Panel.

**Endorsement in Autism Portfolio**

Students must compile an Endorsement in Autism Electronic Portfolio documenting competencies in each of the five areas in the State Endorsement in Autism rule. Most requirements for the electronic portfolio should be completed in the four courses in the certificate program. Portfolios should include a personal statement, graded field-based assignments, a classroom observation assessment, and one videotaped lesson with lesson plan using research-based best practices. A review panel consisting of the student’s Faculty Advisor, at least one certificate course instructor, and one member of the Project ASD Advisory Committee will evaluate each student’s portfolio for competency documentation. With the recommendation of the review panel and a minimum of a 3.0 average in certificate coursework, the student will receive a UCF Graduate Certificate in Autism Spectrum Disorders. Students who earn this certificate will have *Endorsement in Autism* stamped on their transcript. Transcripts should be sent to the Florida Department of Education to add the endorsement to ESE certification.

### **Field-based Experiences Included in the Endorsement in Autism Portfolio**

Field-based experiences totaling twenty hours are required for each of the four certificate courses for a total of 80 hours of field-based experiences across the four courses. Evidence of specific competencies for working with students with ASD will consist of applied assignments associated with field-based experiences in each of the four courses. Teachers who are currently employed in school settings with students with ASD may complete many of the field-based experience requirements in their own classrooms. Other options for competency evaluation include demonstrations in partnership schools, agencies including United Cerebral Palsy Foundation (UCP) and UCF Center for Autism and Related Disabilities (CARD), and with families. Field-based experiences are described in course syllabi and will be evaluated by course instructors as a part of each course grade. Students must earn a minimum of a “B” for field-based assignments or complete indicated revisions before submitting portfolio.

### **Classroom Observation Assessment**

All endorsement applicants will be observed at least once in a classroom setting during the final semester of certificate coursework. The majority of certificate individuals seeking the certificate are practicing teachers under the supervision of school district administrators. It is our intention to work with school administrators as the on-site supervisors. An assessment instrument was specifically designed for use by administrators supervising teachers of students with ASD by Project Advisory Committee members, Regina DeCatrel, Program Specialist in Autism for Seminole County, and Dr. Teresa Daly, UCF CARD. For any areas rated “0”, the student should provide a statement indicating how he/she intends to address that area.

### **Personal Statement**

A personal statement reflecting on your beliefs about educating students with autism spectrum disorders is assigned in EEX 6246, Nature of Autism: Theory and Educational Practice. This statement may be revised based on instructor feedback prior to including in the portfolio.

### **Videod Lesson and Lesson Plan**

One of the field-based experiences in EEX 6246, Nature of Autism, students requires the implementation of an evidence-based best practice for working with students with ASD with a student or students with ASD. It is advised, but not required, that the student video this lesson if possible. If not, the student may choose to video a lesson at another time. Videod lessons should feature one of the suggested evidence-based best practices in EEX 6246 and should include a lesson plan.

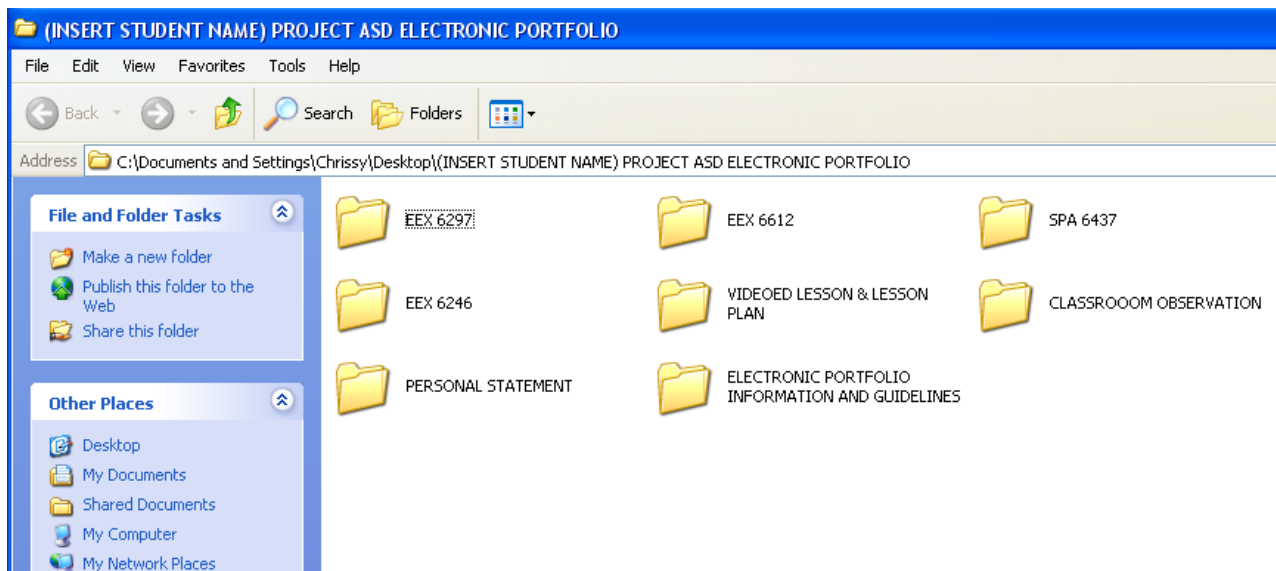
### **Electronic Portfolio Important Information**

- It is *very* important that you save electronic copies of all field-based assignments and the graded rubrics from the four certificate courses to your computer or hard drive. You will need to have them to add to your electronic portfolio. You should save hard copies as a back-up which can be scanned if the information is lost from your computer.
- **If for some reason you do not have a specific field-based assignment or a graded rubric, replace the required document with a document explaining why you do not have the specific component as well as a brief summary of what you did for the assignment.**

- CDs / DVDs will not be returned to the student. Please be assured, however, that the only people viewing the electronic portfolios will be Project ASD staff and the Review Panel. The confidentiality of any student featured in the videos or spoken about in lessons will be strictly maintained by the Project ASD staff.
- After portfolios are reviewed, students will be emailed a completed signoff sheet with a portfolio review and feedback on the videoed lessons.
- Portfolios can be delivered to Dr. Pearl’s office (Education Complex Building, Suite 122, Room G) or mailed to the following address:  
 Dr. Cynthia Pearl  
 Child, Family, and Community Sciences  
 College of Education  
 PO Box 161250  
 Orlando, FL 32816-1250

### **Guidelines for Creating Your Electronic Portfolio**

- The portfolio should be submitted on CD or DVD. No hard copies will be accepted.
- The videoed lessons should be submitted on CD or DVD. This can be separate or on the same CD or DVD as the other portfolio requirements. Videotapes will not be accepted. A lesson plan should be submitted with the videoed lesson.
- Each field-based experience assignment must be submitted with the graded rubric in the same file.
- Create a separate folder for each of the seven items on the table of contents. For example, all materials for EEX 6297 should be in a folder titled “EEX 6297”.
- The student will be responsible for submitting WORD documents or scanned PDF files.
- Below is a screen shot of the folders your electronic portfolio should contain:



## PORTFOLIO FORMAT

**\*\*\*Portfolios submitted for review must be submitted on a CD or DVD.\*\*\***

### DOCUMENTS TO INCLUDE IN YOUR ELECTRONIC PORTFOLIO:

DOCUMENT NAME	CONTENTS OF DOCUMENTS
<b>COVER PAGE</b>	<ul style="list-style-type: none"> <li>• Name of Student</li> <li>• Home Address (with zip code)</li> <li>• Home Phone Number</li> <li>• Email Address</li> <li>• Advisor's Name</li> <li>• Semester of Completion</li> </ul> <p style="text-align: center;">SEE FORMAT P.10</p>
<b>ELECTRONIC PORTFOLIO SIGN OFF SHEET</b>	<ul style="list-style-type: none"> <li>• Seven sections included in the portfolio and checked off by the student. Provide an explanation for any missing components.</li> </ul> <p style="text-align: center;">SEE FORMAT P.11</p>
<b>PERSONAL STATEMENT</b>	<ul style="list-style-type: none"> <li>• Personal Statement (WORD or PDF file) completed in EEX 6246, Nature of Autism: Theory and Educational Practice</li> </ul>
<b>CLASSROOM OBSERVATION ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• Classroom observation form (WORD or PDF file) completed by supervisor/administrator.</li> </ul> <p style="text-align: center;">SEE ADMINISTRATOR LETTER P.6 SEE OBSERVATION TOOL P. 7-9</p>
<b>VIDEOED LESSON</b>	<ul style="list-style-type: none"> <li>• Videoed Lesson (To be viewed on a computer / DVD player)</li> <li>• Videoed Lesson Plan (WORD or PDF file)</li> </ul>
<b>EEX 6246: NATURE OF AUTISM – THEORY AND PRACTICE</b>	<ul style="list-style-type: none"> <li>• <b>Graded Rubrics</b></li> <li>• <b>Artifacts:</b> (WORD or PDF file) <ul style="list-style-type: none"> <li>○ Student will complete three field-based experience reports including an observation of a student with ASD, an observation of a classroom for a student</li> </ul> </li> </ul>

	with ASD and an instructional session with a student with ASD.
<b>EEX 6612: METHODS OF BEHAVIOR MANAGEMENT</b>	<ul style="list-style-type: none"> <li>• <b>Graded Rubric</b></li> <li>• <b>Artifact:</b> (WORD or PDF file). <ul style="list-style-type: none"> <li>○ <b>Functional Behavior Assessment and Positive Behavior Support Plan</b> - Student will conduct a functional behavior assessment and develop and implement a positive behavior support plan for a student with an ASD. The student will pinpoint a student behavior for change, write a behavioral objective(s), design a data collection form, and research and develop an intervention strategy for a student.</li> </ul> </li> </ul>
<b>EEX 6297: ASSESSMENT, DIAGNOSIS, AND CURRICULUM PRESCRIPTIONS FOR STUDENTS WITH AUTISM</b>	<ul style="list-style-type: none"> <li>• <b>Graded Rubrics</b></li> <li>• <b>Artifact:</b> (WORD or PDF file) <ul style="list-style-type: none"> <li>○ <b>Precision Teaching:</b> Student will implement a precision teaching project that will include 3 days of baseline and 5 days of intervention data collection.</li> <li>○ <b>Portfolio Assessment:</b> Student will implement on-going classroom-based assessment, data collection, data-based decision making, and program development for a student with ASD. Student will employ and collect data utilizing a portfolio-based assessment model.</li> </ul> </li> </ul>
<b>SPA 6437: COMMUNICATION FOUNDATIONS AND ASSISTIVE / INSTRUCTIONAL TECHNOLOGY FOR COMMUNICATION</b>	<ul style="list-style-type: none"> <li>• <b>Graded Rubric</b></li> <li>• <b>Artifact:</b> (WORD or PDF file) <ul style="list-style-type: none"> <li>○ Student will apply knowledge of communication foundations and low-tech augmentative and alternative communication (AAC). Student will review a case profile for a FFAST ARDC client, participate in a FFAST Center Lab or other Tech Act site, and create a visual support/low tech AAC system.</li> </ul> </li> </ul>

**Ethical Considerations:** When including your journal entries or other personal reflections, do not use actual names of teachers, principals, students, schools, etc. If your work is not original, cite the appropriate references.

Dear Administrator,

As Principal Investigator for Project ASD, *Preparing Teachers to Work with Students with Autism Spectrum Disorders*, I am requesting feedback from you regarding the skills and knowledge of this project participant. Individuals seeking State Endorsement in Autism must provide evidence of field-based experience with individuals with ASD. While our students have participated in numerous field-based activities, a formal internship is not required for our Master's in Education Program. However, state approval of our endorsement coursework requires that all endorsement applicants must be observed by an onsite supervisor at least once in a classroom setting during the final semester of certificate coursework.

Attached you will find an observation instrument designed specifically for the evaluation of classrooms for students with ASD. We would appreciate it if you would be willing to complete this assessment. If you do not feel comfortable completing the assessment, we would be happy to work with you.

Your feedback is greatly appreciated. We anticipate that this information will help us to improve our coursework to better prepare teachers of students with ASD. If you have any questions, please contact me by email, [wwienke@mail.ucf.edu](mailto:wwienke@mail.ucf.edu) or by phone at 407-823-2402.

Sincerely,

Wilfred Wienke

## Observation Assessment for Teachers Providing Services to Students With Autism Spectrum Disorders

Classroom/Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator/Observer: \_\_\_\_\_

- Score: 2: Present and being actively used  
 1: Present, but not being used; or partially achieved  
 0: Absent  
 NA: no opportunity to evaluate

Quality Classroom Indicator:	Score	Comments
<b>ENVIRONMENTAL ARRANGEMENT</b>		
Room arrangement has clearly defined visual boundaries for specific activities, allows for supervision of all students at all times; and prevents or minimizes problem behaviors.		
Visual supports are used to enhance predictability, facilitate transitions, and help convey expectations.		
Materials and furniture are age appropriate.		
Individual workstations, when present, are arranged left-right or top-bottom, and tell how much work, what work, when finished, and what's next. Materials in workstations are varied from day to day and are educationally and functionally relevant.		
<b>SCHEDULING, ACTIVITIES, AND INTENSITY</b>		
A staff schedule showing staff and student assignments, locations and activities, is prominently posted and being followed.		
A daily classroom schedule is prominently posted, visible and understandable to students, and used throughout the day.		
Schedule and activities reflect appropriate distribution of curriculum areas (using the curriculum triangles) for the age, level and individual needs of students in the classroom.		
Schedules reflect a variety of learning formats for each student, including 1:1 instruction, small group, large group, independent work, and social interaction/leisure options.		
Individual schedules are posted at child level and are being used correctly when appropriate.		
Large group transitions are infrequent and supported by environmental arrangement and scheduling.		

Staff ratio of 1 adult for every 3 students is maintained during observation.		
Activities are language-based and encourage commenting, asking and answering questions; during activities, staff create opportunities to promote communication with and between students.		
Students remain actively engaged in learning opportunities throughout observation, with no more than 2 minutes down time.		
During observation, staff interact with each student at least once to teach or promote learning.		
During observation, each staff provides 15 contacts with students, at least 5 of which are instructional in nature.		
<b>INSTRUCTION AND INTERACTION</b>		
Communication directed to students is clear and relevant, appropriate to language ability, grammatically correct and presents opportunities for dialogue (rather than being largely directive).		
Comments directed toward students follow a ratio of 7:1 instructive/positive comments to corrective comments.		
Staff give directions effectively, without coercion, and avoid inadvertently reinforcing problem behavior.		
Inter-staff communication is respectful of students and limited in content to classroom issues and instruction. Confidentiality of students is preserved.		
All adults are involved in delivering instruction, including in out of classroom activities (lunch, recess, CBI).		
All adults can state IEP objectives being worked on for each student when asked.		
Instructional methods reflect the unique needs of students, and are grounded in research-based practices, including DTT, incidental teaching, and direct instruction.		
Instruction pace promotes high rates of correct responding, and uses appropriate schedules of reinforcement.		
Instruction is individualized, incorporates natural and individualized reinforcers, and encourages spontaneous use of skills in different settings		
Physical contact with students promotes independence and preserves dignity.		
Skills are taught in the context of naturally occurring activities and daily routines.		
Students with low rates of learning are provided intensive levels of instruction.		



Data are collected during instructional activities for each student; data are tracked, summarized and reported in quin reports and brought to student study and IEP meeting.		
Daily communication with parents is informative, positive and non-judgmental.		
<b>CORE CURRICULUM AREAS</b>		
Staff create many opportunities for spontaneous use of communication skills, and foster communication through a variety of instructional approaches.		
Use of AAC devices or PECS for students using these systems is encouraged in all situations, and students are not denied access to their communication systems.		
Behavior problems are minimized by using choices.		
Students displaying behavioral difficulties have an individualized behavior plan or have been referred for an FBA.		
Opportunities for meaningful interaction and friendships with general education peers are provided and include instruction and staff support.		
Curriculum and schedule reflect an emphasis on the core deficits of autism; activities emphasize social interaction skills with adults and peers, functional communication for all students, age appropriate engagement, and maximizing independent functioning.		
IEP objectives are observable and measurable, and assessed regularly; relate to long term outcomes; and reflect family priorities and core curriculum areas for age and educational level.		

\*Developed by Dr. Teresa Daly (UCFCARD) and Regina DeCatrel (Program Specialist in Autism, Seminole County School District).

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**Electronic Portfolio Cover Page**

<ul style="list-style-type: none"><li>• <b>Name of Student</b></li></ul>	
<ul style="list-style-type: none"><li>• <b>Complete Mailing Address (with zip code)</b></li></ul>	
<ul style="list-style-type: none"><li>• <b>Home Phone Number</b></li></ul>	
<ul style="list-style-type: none"><li>• <b>Email Address</b></li></ul>	
<ul style="list-style-type: none"><li>• <b>Advisor's Name</b></li></ul>	

**Graduate Certificate in Autism Spectrum Disorders  
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ELECTRONIC PORTFOLIO SIGN OFF SHEET**

**STUDENT NAME:** \_\_\_\_\_



<b>Personal Statement</b>	
<b>Classroom Observation Assessment</b>	
<b>EEX 6246: Nature of Autism – Theory and Practice</b>	
- Graded Rubric - Artifact	
<b>EEX 6612: Methods of Behavior Management</b>	
- Graded Rubric - Artifact	
<b>EEX 6297: Assessment, Diagnosis, and Curriculum Prescriptions for Students with Autism</b>	
- Graded Rubric - Artifact	
<b>SPA 6437: Communication Foundations and Assistive / Instructional Technology for Communication</b>	
- Graded Rubric - Artifact	
<b>Videoed Lesson</b>	
- Videoed Lesson (To be viewed on a computer or DVD player) - Lesson Plan	