

SSB 6743 - H COMM AMD  
By Committee on Education

NOT CONSIDERED 03/06/2008

1 Strike everything after the enacting clause and insert the  
2 following:

3 "NEW SECTION. **Sec. 1.** (1) To the extent funds are appropriated  
4 for this purpose, by September 1, 2008, the office of the  
5 superintendent of public instruction, the department of health, and the  
6 department of social and health services shall make available through  
7 agency web sites and other methods the autism manual for families and  
8 districts as developed by the caring for Washington individuals with  
9 autism task force. The autism manual shall include, but not be limited  
10 to, the following guidelines to address the unique needs of students  
11 with autism:

12 (a) Extended educational programming, including extended day and  
13 extended school year services, that consider the duration of programs  
14 and settings based on an assessment of behavior, social skills,  
15 communication, academics, and self-help skills;

16 (b) Daily schedules reflecting minimal unstructured time and active  
17 engagement in learning activities, including lunch, snack, and recess,  
18 and providing flexibility within routines that are adaptable to  
19 individual skill levels and assist with schedule changes, such as field  
20 trips, substitute teachers, and pep rallies;

21 (c) In-home and community-based training or a viable alternative  
22 that assists the student with acquisition of social and behavioral  
23 skills, including strategies that facilitate maintenance and  
24 generalization of those skills from home to school, school to home,  
25 home to community, and school to community;

26 (d) Positive behavior support strategies based on information, such  
27 as:

28 (i) Antecedent manipulation, replacement behaviors, reinforcement  
29 strategies, and data-based decisions; and

1 (ii) A behavior intervention plan developed from a functional  
2 behavioral assessment that uses current data related to target  
3 behaviors and addresses behavioral programming across home, school, and  
4 community-based settings;

5 (e) Beginning at any age, futures planning for integrated living,  
6 work, community, and educational environments that considers skills  
7 necessary to function in current and postsecondary environments;

8 (f) Parent and family training and support, provided by qualified  
9 personnel with experience in autism spectrum disorder, that:

10 (i) Provides a family with skills necessary for a child to succeed  
11 in the home and community setting;

12 (ii) Includes information regarding resources such as parent  
13 support groups, workshops, videos, conferences, and materials designed  
14 to increase parent knowledge of specific teaching and management  
15 techniques related to the child's curriculum; and

16 (iii) Facilitates parental carryover of in-home training and  
17 includes strategies for behavior management and developing structured  
18 home environments and communication training so that parents are active  
19 participants in promoting the continuity of interventions across all  
20 settings;

21 (g) A suitable staff-to-student ratio appropriate to identified  
22 activities and as needed to achieve social and behavioral progress  
23 based on the child's developmental and learning level, including  
24 acquisition, fluency, maintenance, and generalization, that encourages  
25 work towards individual independence as determined by:

26 (i) Adaptive behavior evaluation results;

27 (ii) Behavioral accommodation needs across settings; and

28 (iii) Transitions within the school day;

29 (h) Communication interventions, including language forms and  
30 functions that enhance effective communication across settings, such as  
31 augmentative, incidental, and naturalistic teaching;

32 (i) Social skills supports and strategies based on social skills  
33 assessment and curriculum, and provided across settings, for example  
34 trained peer facilitators such as a circle of friends, video modeling,  
35 social stories, and role playing;

36 (j) Professional educator and staff support, such as training  
37 provided to personnel who work with students to assure the correct

1 implementation of techniques and strategies described in the  
2 individualized education programs; and

3 (k) Teaching strategies based on peer reviewed and research-based  
4 practices for students with autism spectrum disorder, such as those  
5 associated with discrete-trial training, visual supports, applied  
6 behavior analysis, structured learning, augmentative communication, or  
7 social skills training.

8 (2) To the extent funds are appropriated for this purpose, by  
9 September 1, 2008, the office of the superintendent of public  
10 instruction, in collaboration with the department of health, the  
11 department of social and health services, educational service  
12 districts, local school districts, the autism center at the University  
13 of Washington, and the autism society of Washington, shall distribute  
14 information on child find responsibilities under Part B and Part C of  
15 the federal individuals with disabilities education act, as amended, to  
16 agencies, districts, and schools who participate in the location,  
17 evaluation, and identification of children who may be eligible for  
18 early intervention services or special education services.

19 (3) To the extent funds are made available, by September 1, 2008,  
20 the office of the superintendent of public instruction, in  
21 collaboration with the department of health and the department of  
22 social and health services, shall develop posters to be distributed to  
23 medical offices and clinics, grocery stores, and other public places  
24 with information on autism and how parents can gain access to the  
25 diagnosis and identification of autism and contact information for  
26 services and support. These posters will be available on the internet  
27 for ease of distribution."

28 Correct the title.

EFFECT: Subject to funding, provides that the following shall  
occur by September 1, 2008: (1) The OSPI, the DOH, and the DSHS shall  
make available, through agency websites and other methods, the autism  
manual and specifies guidelines to be included in the manual; (2) the  
OSPI, in collaboration with others, shall distribute information on  
child find responsibilities under Parts B and C of the federal IDEA;  
and (3) the OSPI, in collaboration with others, shall develop posters  
with information on autism and make these available on the internet for

ease of distribution.

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