

SSB 6743 - H AMD 1417

By Representative Quall

ADOPTED AS AMENDED 03/06/2008

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

3 "NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.155
4 RCW to read as follows:

5 (1) To the extent funds are appropriated for this purpose, by
6 September 1, 2008, the office of the superintendent of public
7 instruction shall print and distribute the autism guidebook as
8 developed by the caring for Washington individuals with autism task
9 force and make it and other relevant materials available through the
10 department of health, department of social and health services, and the
11 office of the superintendent of public instruction web sites and other
12 methods as appropriate. The office of the superintendent of public
13 instruction shall provide copies of the autism guidebook to educational
14 service districts, school districts, and appropriate school level
15 employees, as well as to those parent advocacy groups and other
16 educational staff who request copies. The autism guidebook shall
17 include, but not be limited to, the following guidelines to address the
18 unique needs of students with autism:

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

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

28 (c) In-home and community-based training or a viable alternative
29 that assists the student with acquisition of social and behavioral

1 skills, including strategies that facilitate maintenance and
2 generalization of those skills from home to school, school to home,
3 home to community, and school to community;

4 (d) Positive behavior support strategies based on information, such
5 as:

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

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

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

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

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

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

23 (iii) Facilitates parental carryover of in-home training and
24 includes strategies for behavior management and developing structured
25 home environments and communication training so that parents are active
26 participants in promoting the continuity of interventions across all
27 settings;

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

33 (i) Adaptive behavior evaluation results;

34 (ii) Behavioral accommodation needs across settings; and

35 (iii) Transitions within the school day;

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

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

5 (j) Professional educator and staff support, such as training
6 provided to personnel who work with students to assure the correct
7 implementation of techniques and strategies described in the
8 individualized education programs; and

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

14 (2) By December 1, 2008, the professional educator standards board
15 and the office of the superintendent of public instruction shall, in
16 collaboration with the educational service districts, local school
17 districts, and the autism center at the University of Washington as
18 appropriate, develop recommendations for autism awareness instruction
19 and methods of teaching students with autism for all educator
20 preparation and professional development programs. It is the intent of
21 the legislature that the recommendations shall be designed with the
22 goal of ensuring that educators and classified staff who work with
23 autistic children are well prepared and up-to-date on the most
24 effective methods of teaching children with autism. The
25 recommendations shall be submitted to the governor and the education
26 committees of the legislature and shall be made available to school
27 districts on the office of the superintendent of public instruction's
28 web site. The professional educator standards board and the office of
29 the superintendent of public instruction may each submit its
30 recommendations separately or the recommendations may be submitted
31 jointly. The recommendations shall at a minimum:

32 (a) Establish a date by which all candidates for a Washington
33 instructional certificate shall be required to satisfactorily complete
34 instruction in autism awareness and methods of teaching students with
35 autism at an accredited institution of higher education; and

36 (b) Establish appropriate professional development requirements for
37 existing teachers that incorporate methods for teaching students with
38 autism.

1 (3) If the legislature formally approves the recommendations
2 through the omnibus appropriations act or by statute or concurrent
3 resolution, by July 1, 2009, each school district shall use the
4 recommendations developed under subsection (2) of this section to
5 develop and adopt a school district policy regarding recommended and
6 required professional development for teachers and appropriate
7 classified staff.

8 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.155
9 RCW to read as follows:

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

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

30 Correct the title.

EFFECT: Subject to funding, provides that the autism guidebook developed by the Caring for Washington Individuals with Autism Task Force shall include several specified guidelines to address the unique

needs of students with autism. Requires the OSPI, by September 1, 2008, to print and distribute the guidebook, as well as make it available on its web site. Requires the PESB and the OSPI, together with others as appropriate, to develop recommendations for autism awareness and methods of teaching for educator preparation and professional development programs. Provides that, by December 1, 2008, the recommendations must be submitted to the Governor and the Legislature, and also made available to school districts via the OSPI web site. If approved by the Legislature, each school district must use these recommendations to develop and adopt a school district policy regarding professional development for teachers and appropriate classified staff. Subject to funding, requires the OSPI, in collaboration with other named agencies and entities, to distribute information regarding the location, evaluation, and identification of children who may be eligible for early intervention or special education services. Also requires the OSPI to develop and distribute posters with information on autism.

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