

CERTIFICATION OF ENROLLMENT

**SUBSTITUTE SENATE BILL 6743**

60th Legislature  
2008 Regular Session

Passed by the Senate March 10, 2008  
YEAS 46 NAYS 0

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**President of the Senate**

Passed by the House March 6, 2008  
YEAS 94 NAYS 0

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**Speaker of the House of Representatives**

Approved

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**Governor of the State of Washington**

CERTIFICATE

I, Thomas Hoemann, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **SUBSTITUTE SENATE BILL 6743** as passed by the Senate and the House of Representatives on the dates hereon set forth.

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**Secretary**

FILED

**Secretary of State  
State of Washington**

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**SUBSTITUTE SENATE BILL 6743**

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AS AMENDED BY THE HOUSE

Passed Legislature - 2008 Regular Session

**State of Washington                      60th Legislature                      2008 Regular Session**

**By** Senate Early Learning & K-12 Education (originally sponsored by Senators Rasmussen, McAuliffe, Tom, and Shin)

READ FIRST TIME 02/08/08.

1            AN ACT Relating to autism awareness instruction for teachers of  
2 students with autism; and adding new sections to chapter 28A.155 RCW.

3 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

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

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

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

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

10 (c) In-home and community-based training or a viable alternative  
11 that assists the student with acquisition of social and behavioral  
12 skills, including strategies that facilitate maintenance and  
13 generalization of those skills from home to school, school to home,  
14 home to community, and school to community;

15 (d) Positive behavior support strategies based on information, such  
16 as:

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

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

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

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

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

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

34 (iii) Facilitates parental carryover of in-home training and  
35 includes strategies for behavior management and developing structured  
36 home environments and communication training so that parents are active  
37 participants in promoting the continuity of interventions across all  
38 settings;

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

6 (i) Adaptive behavior evaluation results;

7 (ii) Behavioral accommodation needs across settings; and

8 (iii) Transitions within the school day;

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

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

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

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

25 (2) By December 1, 2008, the professional educator standards board  
26 and the office of the superintendent of public instruction shall, in  
27 collaboration with the educational service districts, local school  
28 districts, and the autism center at the University of Washington as  
29 appropriate, develop recommendations for autism awareness instruction  
30 and methods of teaching students with autism for all educator  
31 preparation and professional development programs. It is the intent of  
32 the legislature that the recommendations shall be designed with the  
33 goal of ensuring that educators and classified staff who work with  
34 children with autism are well prepared and up-to-date on the most  
35 effective methods of teaching children with autism. The  
36 recommendations shall be submitted to the governor and the education  
37 committees of the legislature and shall be made available to school  
38 districts on the office of the superintendent of public instruction's

1 web site. The professional educator standards board and the office of  
2 the superintendent of public instruction may each submit its  
3 recommendations separately or the recommendations may be submitted  
4 jointly. The recommendations shall at a minimum:

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

9 (b) Establish appropriate professional development requirements for  
10 existing teachers that incorporate methods for teaching students with  
11 autism.

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

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

21 (1) To the extent funds are appropriated for this purpose, by  
22 September 1, 2008, the office of the superintendent of public  
23 instruction, in collaboration with the department of health, the  
24 department of social and health services, educational service  
25 districts, local school districts, the autism center at the University  
26 of Washington, and the autism society of Washington, shall distribute  
27 information on child find responsibilities under Part B and Part C of  
28 the federal individuals with disabilities education act, as amended, to  
29 agencies, districts, and schools that participate in the location,  
30 evaluation, and identification of children who may be eligible for  
31 early intervention services or special education services.

32 (2) To the extent funds are made available, by September 1, 2008,  
33 the office of the superintendent of public instruction, in  
34 collaboration with the department of health and the department of  
35 social and health services, shall develop posters to be distributed to  
36 medical offices and clinics, grocery stores, and other public places  
37 with information on autism and how parents can gain access to the

1 diagnosis and identification of autism and contact information for  
2 services and support. These must be made available on the internet for  
3 ease of distribution.

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