

MICHIGAN TEST FOR TEACHER CERTIFICATION (MTTC)

TEST OBJECTIVES FIELD 064: AUTISM SPECTRUM DISORDER

Subarea	Range of Objectives	Approximate Test Weighting
I. Understanding Students with Autism Spectrum Disorder	001–004	21%
II. Assessing Students with Autism Spectrum Disorder and Developing Individualized Programs	005–010	28%
III. Promoting Development and Learning in Students with Autism Spectrum Disorder	011–018	36%
IV. Working in the Professional Environment	019–022	15%

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Effective after September 1, 2008

**TEST OBJECTIVES
FIELD 064: AUTISM SPECTRUM DISORDER**

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**TEST OBJECTIVES
FIELD 064: AUTISM SPECTRUM DISORDER**

I. UNDERSTANDING STUDENTS WITH AUTISM SPECTRUM DISORDER

001 Understand typical and atypical human growth and development.

Includes:

- physical, motor, cognitive, language, communication, sensory, social, and emotional growth and development of individuals from birth to adulthood
- educational implications of characteristics of various disabilities
- similarities and differences between individuals with and without disabilities in regard to growth and development

002 Understand characteristics of autism spectrum disorder.

Includes:

- definition and identification of autism spectrum disorder
- etiology, diagnosis, educational eligibility, and range of autism spectrum disorder characteristics
- characteristics of autism spectrum disorder (e.g., learning, behavior, social, language, and communication characteristics; sensory needs)

003 Understand the effects of autism spectrum disorder on human development, learning, and transition to postsecondary/adult life roles.

Includes:

- the effects of autism spectrum disorder on cognitive, social, emotional, communication, and expressive and receptive language development
- developmentally appropriate behavior of students with autism spectrum disorder (e.g., coping, self-regulatory behavior)
- educational implications of the characteristics of autism spectrum disorder
- the implications of autism spectrum disorder for aspects of an individual's life (e.g., career, vocation, family life, social relationships, recreation)

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004 Understand factors that affect development and learning in students with autism spectrum disorder.

Includes:

- the potential impact of differences in values, languages, customs, and methods of treatment that can exist between home and school
- the effects of various factors (e.g., the legal system; socioeconomic background; mental health disorders; resources for independent living, recreation, and vocational education) upon the lives and behavior of students with autism spectrum disorder and their families
- the effects of early intervention services upon development and learning in children with autism spectrum disorder
- the effects of additional disabilities and health impairments (e.g., cognitive impairment, seizure disorders) upon development and learning in students with autism spectrum disorder
- the uses and possible side effects of various types of medication (e.g., stimulant, neuroleptic, antiseizure) in relation to students' learning, development, language, and daily living
- the roles families play in the development and learning of students with autism spectrum disorder

II. ASSESSING STUDENTS WITH AUTISM SPECTRUM DISORDER AND DEVELOPING INDIVIDUALIZED PROGRAMS

005 Understand types and characteristics of various assessment instruments and methods.

Includes:

- basic concepts and terminology used in the assessment of students with autism spectrum disorder (e.g., summative and formative)
- types, characteristics, and methods of formal and informal assessments (e.g., screening, adaptive behavior scales, inventories, observations, checklists)
- uses and limitations of various formal and informal assessment instruments and methods (e.g., functional assessments, curriculum-based assessments, achievement tests)
- culturally responsive (i.e., nonbiased) development and use of assessment instruments and methods

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006 Understand procedures for conducting assessments to address the individual strengths and needs of students with autism spectrum disorder.

Includes:

- procedures for collaborating with students, parents/guardians, general education teachers, related service providers, and others to gather background information on a student's academic, medical, developmental, and family history
- policies and procedures involved in the screening, prereferral, referral, assessment, and classification of students with autism spectrum disorder
- principles and procedures for modifying or accommodating national, state, and local standardized assessments for students with autism spectrum disorder

007 Understand procedures for interpreting and communicating assessment results to all stakeholders.

Includes:

- procedures for using assessment information to determine eligibility for special education and related services
- the interpretation of results of formal and informal assessments of students with autism spectrum disorder to determine strengths and needs
- effectively communicating assessment results to all stakeholders (e.g., students with autism spectrum disorder, their parents/guardians, general education teachers, paraprofessionals, administrators, related service providers)
- culturally responsive factors (e.g., understanding individual and family needs) for ensuring effective communication among stakeholders involved in the assessment process

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008 Understand procedures for developing, implementing, and amending Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and transition plans for students with autism spectrum disorder.

Includes:

- procedures for planning, organizing, scheduling, and conducting IEP team meetings
- procedures for using assessment information to make program, placement, and service delivery decisions for students with autism spectrum disorder
- characteristics, advantages, and disadvantages of various placement options and the continuum of services for students with autism spectrum disorder
- procedures for developing, implementing, evaluating, and amending IEPs, IFSPs, and transition plans in collaboration with students with autism spectrum disorder, their parents/guardians, general education teachers, and other professionals

009 Understand procedures for developing, implementing, and amending behavioral support plans for students with autism spectrum disorder.

Includes:

- procedures for conducting team-based behavior assessments
- components of functional behavioral assessments and behavioral support plans and strategies for using the results of functional behavioral assessments to develop behavioral support plans
- procedures for developing, implementing, evaluating, and modifying supports and behavioral support plans to meet the needs of students with autism spectrum disorder
- coordinating behavioral interventions among stakeholders (e.g., students' parents/guardians, general and special education teachers, paraprofessionals, related service providers) involved in the implementation of Individualized Education Programs (IEPs)

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010 Understand uses of ongoing assessment and evaluation in the education of students with autism spectrum disorder.

Includes:

- evaluating instruction and monitoring the progress of students with autism spectrum disorder, including involving students with autism spectrum disorder and their parents/guardians in monitoring progress
- various data-keeping systems used to record progress and evaluate interventions
- making responsive adjustments to instruction based on continual observations and data analysis
- linking assessment outcomes to general education curriculum planning for students with autism spectrum disorder

III. PROMOTING DEVELOPMENT AND LEARNING IN STUDENTS WITH AUTISM SPECTRUM DISORDER

011 Understand strategies for planning and managing age-appropriate learning environment(s) for students with autism spectrum disorder.

Includes:

- designing and modifying learning environments (e.g., teaching methods, physical arrangement of the classroom, support services, assistive technologies) to meet the cognitive, social, emotional, behavioral, communication, sensory, and motor needs of students with autism spectrum disorder
- classroom management strategies, including structuring and managing consistent daily routines (e.g., visual schedules), to optimize students' time on task and facilitate students' effective use of instructional time
- techniques for supporting students' successful integration into various program placements and for encouraging students' active participation in individual and group activities
- uses of technology for planning and managing the teaching and learning environment for students with autism spectrum disorder
- promoting independent functioning skills across environments

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012 Understand principles and methods of curriculum adaptation and instructional planning for students with autism spectrum disorder.

Includes:

- awareness of national, state, and local content and performance standards and the scope and sequence of the general education curriculum
- identifying essential elements of the general education curriculum for students with autism spectrum disorder
- understanding a student's output method (i.e., demonstration of knowledge of content) and aligning it with the general education curriculum
- developing and selecting instructional content, materials, and resources that are responsive to individual students' strengths, interests, and needs

013 Understand principles and methods of individualizing instruction for students with autism spectrum disorder.

Includes:

- familiarity with research-based, family-centered early intervention strategies for students with autism spectrum disorder
- ways in which autism spectrum disorder may affect students' progress in the general education curriculum
- methods for selecting, adapting, and using research-based instructional strategies to address the strengths and needs of students with autism spectrum disorder (e.g., applied behavior analysis [ABA], visual strategies, incidental learning, direct instruction [DI], peer-to-peer supports)
- integrating age-appropriate affective, social, and life skills with the general education curriculum
- preparing, creating, selecting, and organizing materials to implement daily lesson plans
- facilitating students' maintenance and generalization of skills across learning environments
- methods for teaching students with autism spectrum disorder to use self-assessment, study skills, learning strategies, and other cognitive strategies to identify and meet their own needs
- incorporating and implementing instructional and assistive technology into students' educational programs

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014 Understand strategies for promoting the language and communication skills of students with autism spectrum disorder.

Includes:

- pragmatic functions of communications and language (e.g., relationships among communication, language, behavior, and social skills)
- functional communication systems for students with autism spectrum disorder
- supporting and enhancing students' verbal and nonverbal language and communication skills across environments, including the use of assistive communication strategies
- working with English Language Learners with autism spectrum disorder

015 Understand strategies for promoting age-appropriate social competence of students with autism spectrum disorder.

Includes:

- understanding social competence within the context of the home, school, and community
- social skills that students with autism spectrum disorder need to develop (e.g., playing with others, working cooperatively, initiating and engaging in conversations) to be successful in educational and other environments
- promoting the development of social skills in students with autism spectrum disorder utilizing mediums of exchange (e.g., peer-to-peer supports, group play)
- appropriate expectations for the personal and social behavior of students with autism spectrum disorder in given settings (e.g., classroom, playground, lunchroom, workplace, community)
- enhancing students' self-awareness, self-management, self-control, and self-esteem
- preparing students to advocate for themselves and to seek out available services in the community

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016 Understand strategies for developing and implementing positive behavioral supports and interventions for students with autism spectrum disorder.

Includes:

- planning and implementing appropriate individualized reinforcement systems and environmental adaptations for students with autism spectrum disorder
- types, characteristics, strengths, and limitations of various behavioral supports, interventions, and reinforcement techniques
- the principle of using the least intrusive behavior-support strategies consistent with the needs of students
- procedures for crisis prevention and intervention

017 Understand strategies for developing students' acquisition of functional living skills in natural environments.

Includes:

- techniques for promoting students' acquisition and generalization of life skills
- techniques for promoting students' citizenship skills and participation in civic, leisure, and recreational activities
- promoting students' travel and safety skills
- promoting students' vocational and career awareness, enhancing students' work-related skills, and helping students access employment experiences based on students' interests, resources, and opportunities

018 Understand strategies and procedures for supporting transitions of students with autism spectrum disorder.

Includes:

- procedures (e.g., common language/terminology, proactive planning) to promote successful transitions for students with autism spectrum disorder between teachers, grade levels, schools, and service options
- supporting students' transitions throughout the school day (e.g., preferred activities, visual schedules)
- procedures to promote successful transitions for students with autism spectrum disorder to higher education, postsecondary environments, and employment

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IV. WORKING IN THE PROFESSIONAL ENVIRONMENT

019 Understand strategies for communicating and collaborating with students who have autism spectrum disorder and their families to help students achieve desired outcomes.

Includes:

- concerns of parents/guardians of students with autism spectrum disorder and effective strategies for addressing such concerns
- planning and conducting collaborative conferences with students with autism spectrum disorder and their parents/guardians
- helping students with autism spectrum disorder and their parents/guardians become active participants on the educational team (e.g., during the evaluation and assessment process, during the development and implementation of individualized programs and interventions)
- culturally responsive methods for ensuring effective communication and collaboration between the parents/guardians of students with autism spectrum disorder and service providers in educational, public, and private agencies
- family systems and the roles families play in the educational process
- the potential impact of differences in values, languages, and customs that can exist between home and school

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020 Understand strategies for establishing partnerships with other school personnel, members of the school community, and community agencies to enhance learning opportunities for students with autism spectrum disorder.

Includes:

- the roles and responsibilities of various school personnel (e.g., general education teachers, speech-language pathologists, occupational therapists, paraprofessionals) in providing a comprehensive educational program for students
- communicating, consulting, and collaborating (e.g., team problem solving) with general education teachers and other service providers about instructional methods, technology, and adaptations for students with autism spectrum disorder
- the roles and responsibilities of the teacher of students with autism spectrum disorder (e.g., consultation, case management) in regard to seeking assistance from and collaborating with other professionals to support student learning
- procedures for training, supervising, and providing feedback to paraprofessionals and volunteers (e.g., peer supports)
- types and characteristics of agencies, networks, and organizations that provide support services for students with autism spectrum disorder and their families

021 Understand the historical, social, and legal foundations of education for students with autism spectrum disorder.

Includes:

- historical and philosophical foundations of special education and the field of autism spectrum disorder
- issues related to autism spectrum disorder theory, research, and policy
- the rights and responsibilities of stakeholders (e.g., students, parents/guardians, teachers, other professionals, schools) in regard to the education of students with autism spectrum disorder
- federal and state statutes, rules, and regulations relevant to the education of students with autism spectrum disorder

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022 Understand the professional, ethical, and legal roles and responsibilities involved in the education of students with autism spectrum disorder.

Includes:

- resources (e.g., professional organizations and journals, online resources) to enhance one's professional knowledge (e.g., current research-validated practices, knowledge of philosophies and skills related to the education of students with autism spectrum disorder) and engage in lifelong professional growth and development
- effective strategies for engaging in reflection and self-assessment activities for the purposes of identifying one's cultural competence, improving instruction, and guiding professional growth
- the importance of upholding high standards of competence, good judgment, and integrity when conducting instructional and other professional activities, including complying with all applicable laws, policies, and procedures (e.g., related to evaluation requirements, mandated reporting, and behavior management)
- following legal and ethical guidelines for maintaining confidentiality when creating, releasing, and transferring records regarding students with autism spectrum disorder
- advocating effectively for students with autism spectrum disorder and their families