

Integration of Professional Competencies, Coursework, Field Experiences and Evidence of Knowledge and Skill*

	Core Professional Competencies in Autism Related Knowledge and Skill	Autism Spectrum Courses	Field Experiences	Field Hours	Evidence of Knowledge and Skill (Portfolio Documentation)
F A L L	1. Nature of ASD in theory and practice	SPED 791 Nature of Autism Spectrum Disorders	In identified clinical site:	25	<ul style="list-style-type: none"> • Written response to course readings • Case portrait of student with ASD • Project/presentation • Mentor documents
	2. Individualized educational supports and services		<ul style="list-style-type: none"> • Observe and participate in diagnostic or early assessment of young child 		
	3. Assessment frameworks and procedures		In identified school sites:		
	4. Curriculum and instruction	SPED 825 Communication, Behavior and Instruction: Autism	<ul style="list-style-type: none"> • Observe and participate in diverse elementary and secondary class settings (special day class, inclusive) 	25	<ul style="list-style-type: none"> • Reflection log • Ecological/Environmental inventory • Instructional plans (DVD) • Mentor documents
	5. Structuring learning environments		In identified school/clinical/community site:		
	6. Addressing challenging behavior		<ul style="list-style-type: none"> • Conduct environmental/ecological inventory and adapt environment 		
	7. Supporting communicative competence		<ul style="list-style-type: none"> • Design and implement instructional plan (one-to-one, small group) 		
S P R I N G	8. Supporting social competence	SPED 794 Socialization and Imagination: Autism	In identified school/clinical/community site:	25	<ul style="list-style-type: none"> • Reflection log • Documentation of assessments • Documentation of intervention (DVD) • Mentor documents
	9. Supporting play/leisure and imagination		<ul style="list-style-type: none"> • Conduct assessments focused on socialization, communication, play, imagination 		
	10. Inclusion with typical peers		<ul style="list-style-type: none"> • Design and implement intervention with typical peers drawing on assessments 		
	11. Transition, vocational, independent living	SPED 796 Partnerships and Life Issues: Autism	In identified school/clinical/community site:	25	<ul style="list-style-type: none"> • Written response to course readings • Transition plan • Project/presentation • Mentor documents
	12. Family support and partnerships		<ul style="list-style-type: none"> • Conduct transition plan for secondary student 		
	13. School and community partnerships		<ul style="list-style-type: none"> • Observe and support student with family across home, school, community 		
	14. Professional literacy and leadership				
F A L L	1-14	Master's thesis/field study/creative work project	Variable	Total Hours 100	<ul style="list-style-type: none"> • Culminating Experience (MA Students) • Final Evaluation Report

* Issues of diversity and the socio-cultural contexts within which learners with differing abilities, ethnic, cultural, linguistic, social and economic backgrounds participate are threaded throughout the coursework, competencies and field experiences.

Figure 1. Integration of Professional Competencies, Coursework, Field Experiences and Evidence of Knowledge and Skill*