Portfolio Contents

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| 1. **Introduction** | |  |
|  | 1.1 Candidate name and student ID number |  |
|  | 1.2 Current Resume |  |
|  | 1.3 Professional Philosophy (as pertains to service in the area of autism) |  |
| 1. **Course Documents** | |  |
| SPED 791 | 2.1 Case portrait of learner on the autism spectrum (with reflection) |  |
|  | 2.2. Group project – Grant proposal |  |
| SPED 825 | 2.3 Ecological/environmental inventory and adaptation |  |
|  | 2.4 Instruction/Intervention plan (with reflection) |  |
| SPED 794 | 2.5 Project Design and Implementation (with reflection) |  |
|  | 2.6 Group project – Guided discussion/activity or resource guide |  |
| Elective | 2.7 Autism related course paper, project or exam |  |
|  | 2.8 Reflection |  |
| 1. **Field Experience Documents** | |  |
|  | 3.1 Field Experience Log (100 hours total) – see attached |  |
|  | 3.2 Link to Video (15 – 30 minutes) - Candidate delivery of instruction, intervention or related practice (may be previously used for a class) |  |
| 1. **Evaluations** | |  |
|  | 4.1 Self-Evaluation (completed by candidate) - see attached |  |
|  | *4.2 Final Evaluation Report* (completed by faculty after Portfolio submission and review) – Candidate has the option of adding the report to the Portfolio for future use (e.g., to share with prospective employers) |  |

**Field Experience Log**

Please fill out the relevant documentation of your 100 hours of autism related field experience (includes observation and direct service as a part of course assignments and while working with individuals on the autism spectrum in school, home, community, clinic, work or related settings).

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
| **Date**  **(Semester/Year** | **Setting/Site Name** | **Activity** | **Time Spent (hours/minutes)** |
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| Total  (100 hours minimum) | | |  |

**Self-Evaluation**

*Using the rating scale and form below, please rate yourself on the following competencies in autism related knowledge and skill at the beginning, middle and end of your participate in the Autism Spectrum Graduate Certificate*Rating Scale: **3** = highly competent **2** = moderately competent **1** = emerging competence **0** = not yet competent

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| --- | --- | --- | --- |
|  | **Beginning** | **Middle** | **End** |
| 1. **Nature of autism spectrum in theory and practice**    1. Historical and theoretical foundation    2. Current definitions (state, federal)    3. Early indicators, etiology, prevalence    4. Diagnostic tools, criteria (DSM) and differential diagnosis    5. Characteristics associated with the autism spectrum    6. Current and emerging practices and service delivery models |  |  |  |
| 1. **Family support and partnerships**    1. Supports parents and family members as active participants in all aspects of child’s education    2. Responsive to family culture, language, values, parenting styles and personal perspectives    3. Facilitates communication between school, home and community    4. Provides family with timely information, education and resources pertinent to child’s needs    5. Assists family in accessing community supports and services    6. Collaborates with family to improve professional practices |  |  |  |
| 1. **School and community partnerships**    1. Links with community agencies and organizations serving diverse learners on the autism spectrum across the lifespan    2. Interdisciplinary team collaboration within and across systems    3. Accesses community supports and services for learners on the autism spectrum and families    4. Facilitates communication between school, home and community |  |  |  |
| 1. **Individualized educational supports and services**    1. Develops IEP in collaboration with family and professionals across disciplines    2. Responsive to social, cultural and linguistic backgrounds of each individual and family with consideration of family preferences    3. Degree of structure and level of intensity adapted to child’s strengths, challenges and emergent potentials    4. Incorporates child’s preferences /special interests in program goals and methods    5. Incorporates environmental and instructional adaptations and accommodations |  |  |  |

Rating Scale: **3** = highly competent **2** = moderately competent **1** = emerging competence **0** = not yet competent

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| --- | --- | --- | --- |
|  | **Beginning** | **Middle** | **End** |
| 1. **Assessment frameworks and procedures**    1. Typical and atypical learning and development across the lifespan    2. Formal and informal assessment tools and techniques    3. Systematically collects and analyzes multiple sources of data across settings to assess and monitor individual learning, development and overall progress    4. Constructs profiles of strengths, challenges and emergent potential across core domains of learning and development (Cognition/ learning style; communication/language; social (adults and peers); play and imagination (representational); Behavior patterns (activities, interests); Sensory processing; Adaptive functioning (daily life skills/self-care)    5. Uses results to set realistic and meaningful goals and plan instruction/ intervention |  |  |  |
| 1. **Curriculum and instruction**    1. Balanced functional, developmental and academic curriculum aligned with California Learning Standards (<http://www.cde.ca.gov/standards>).and addresses Cross-cultural Language and Academic Development (CLAD) for English language learners    2. Well planned, systematic and differentiated instruction adapted to range of ages, abilities, interests and learning styles    3. Instructional activities provide multiple opportunities to practice skills across natural learning contexts within home, school and community    4. Varied instructional formats through multiple modes of one-to-one, small group, large-group, adult-directed, child-centered, and peer mediated instruction geared to individual    5. Supports maintenance of learned skills over time and generalization of skills to natural settings    6. Trains and manages para-educators/program staff |  |  |  |
| 1. **Structuring the learning environment**    1. Clearly organized and comprehensible learning environments    2. Use of visual cues and supports to maximize engagement and learning    3. Incorporates predictable routines, rituals, schedules for activities and events    4. Structures materials and work tasks    5. Defines physical space with clear boundaries    6. Facilitates transitions, flexibility and change |  |  |  |

Rating Scale: **3** = highly competent **2** = moderately competent **1** = emerging competence **0** = not yet competent

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| --- | --- | --- | --- | --- |
|  | **Beginning** | **Middle** | | **End** |
| 1. **Addressing challenging behaviors**    1. Functional approach through Positive Behavior Supports    2. Responsive to unique modes of communication, social-emotional regulation and sensory processing    3. Data-based functional behavioral assessments (FBA) and behavior supports plans consistent with state and federal guidelines    4. Application of a variety of empirically validated behavioral intervention strategies (ABA, cognitive behavior)    5. Crisis intervention techniques |  |  | |  |
| 1. **Supporting communicative competence**    1. Patterns of speech, language and communication in autism    2. Continuum of approaches to assessment and intervention (discrete trial, traditional behavioral, developmental, social-pragmatic)    3. Supports intentional and spontaneous communication across partners, activities and settings    4. Functional expressive and receptive communication for mute, pre-verbal and verbal children    5. Augmentative and alternative communication (AAC) strategies    6. Integrating verbal and nonverbal forms of communication |  | |  |  |
| 1. **Supporting social competence**    1. Patterns of socialization with adults and peers that is unique to learners on the autism spectrum    2. Supports spontaneous joint attention, imitation, initiations and social reciprocity across partners, activities and setting    3. Adult-directed social skills training (ABA/direct instruction)    4. Child-centered approaches (developmental, relationship-based, transactional)    5. Peer-mediated practices    6. Social-cognitive approaches |  | |  |  |
| 1. **Supporting play/leisure and imagination**    1. Patterns of play and imagination unique to learners on the autism spectrum    2. Supports spontaneous engagement in a range of developmentally and age-appropriate play/leisure activities across independent and social contexts    3. Incorporating play materials, activities and themes varying in degree of symbolic representation    4. Adult-directed approaches    5. Child-centered approaches    6. Peer-mediated approaches |  | |  |  |

Rating Scale: **3** = highly competent **2** = moderately competent **1** = emerging competence **0** = not yet competent

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| --- | --- | --- | --- | --- |
|  | **Beginning** | **Middle** | | **End** |
| 1. **Inclusion with typical peers**    1. Facilitates inclusion across natural contexts within school, home and community settings    2. Explicit guidance for both learners on the autism spectrum and neurotypical peers    3. Creates culture of inclusion via awareness activities that promote understanding, empathy and acceptance of diverse learners on the autism spectrum    4. Consistent opportunities to form social relationships and mutual friendships    5. Guided participation in mutually enjoyed activities that are a natural part of the peer culture (play and recreation)    6. Designs inviting play spaces and selects play materials with high interactive potential |  | |  |  |
| 1. **Transition, vocational and independent living**    1. Promotes adaptive behaviors to foster independence at all age and ability levels    2. Plans transitions from one classroom, program or service delivery system to another    3. Supports transition to self-determined careers and post-secondary education and community living    4. Training in vocational and independent living skills    5. Interagency collaboration    6. Self-advocacy and disclosure perspectives of adults who identify on the autism spectrum |  | |  |  |
| 1. **Professional literacy and leadership**    1. Peer reviewed journals and publications on research and practice in the area of autism    2. Professional and parent organizations (local, national and international)    3. Current trends and controversies in the field related to autism    4. Judges quality and efficacy of educational program models, services and practices    5. Engages in reflective practice via multiple modes of field-based systematic inquiry    6. Uses multi-media technology to produce and present educational tools and techniques |  | |  |  |