



INTERDISCIPLINARY
CERTIFICATE
IN AUTISM

Interdisciplinary Certificate in Autism

Application Package

www.oakland.edu/ICA



*Office of Special Education and
Early Intervention Services*

In collaboration with



*Department of Human Development
And Child Studies*

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Interdisciplinary Certificate in Autism

I. Certificate Description

The Interdisciplinary Certificate in Autism (ICA) is a special recognition awarded by the Michigan Department of Education (MDE) and Oakland University to professionals who have voluntarily advanced their expertise in the area of Autism/Autism Spectrum Disorders (ASD) through education and professional experiences. Professionals from the following disciplines are examples of those who may be eligible for the ICA: Art Therapy, Audiology, Behavior Management, Counseling, Education, Mental Health, Music Therapy, Occupational Therapy, Physical Therapy, Psychology, Social Work, and Speech-Language Pathology.

Certificate holders complete various continuing education activities which, combined with successful experience working with individuals with autism, will lead to the acquisition of competencies that embody a significant breadth and depth of knowledge about autism/ASD. **The certificate is awarded to individuals who submit a portfolio of their experiences. It is NOT a series of courses**, although courses may be used to document competencies. It is expected that both learning and leadership activities have been sustained over time.

Benefits of possessing the ICA include consumer confidence, program prestige, and professional standing. Possession of the certificate can signal that the professional is highly qualified and can offer competent, high-quality services to individuals with autism.

Colleagues can also tap ICA certificate holders for their recognized expertise in autism. Additionally, certificate holders will possess a visible credential representing their efforts to advance their knowledge, skills, and professional competence.

II. Frequently Asked Questions

Question: *Can teachers apply for the ICA?*

Answer: Yes. Many general and special education teachers have a particular interest in Autism and undertake continuing education to advance their knowledge and skills in this area. Teachers as well as professionals from a variety of other disciplines, who meet the criteria for application, will be eligible.

Question: *Is the ICA the same as a teaching endorsement in Autism/ASD?*

Answer: The ICA and a teaching endorsement are not the same. A teaching endorsement is awarded to certified teachers, requires completing an approved university course of study, and prepares candidates to teach.

The ICA is recognition of advanced interdisciplinary knowledge and experience in Autism/ASD, not inherently based on college coursework. It acknowledges competencies possessed in Autism/ASD.

Question: *Are there any special classes that I need to take in order to qualify for the ICA?*

Answer: The ICA is awarded to individuals based on knowledge and experience that has been already attained. Therefore, no special coursework is required.

Question: *If I undertake university coursework to meet ICA qualifications, can I apply that coursework toward an endorsement in Autism?*

Answer: Courses taken in pursuit of the certificate may or may not apply to a teaching endorsement in Autism or to a degree in special education. The university with whom you plan the course of study must determine which courses apply.

Question: *What are benefits of attaining the Interdisciplinary Certificate in Autism?*

Answer: There are many benefits, which include consumer confidence, program prestige, and professional standing. The ICA is a visible credential representing their efforts to advance their knowledge, skills, and professional competences. Colleagues can tap into ICA certificate holders for their expertise in Autism.

III. Interdisciplinary Certificate Competencies

The following competencies form the knowledge and skill base necessary to qualify for the Interdisciplinary Certificate in Autism. A statewide committee of persons knowledgeable about Autism Spectrum Disorders (ASD), representing professional groups who may attain the certificate, identified the competencies.

These competencies are believed to represent the “interdisciplinary” knowledge and skills that should be shared by all professionals providing services to individuals with Autism Spectrum Disorders. They reflect a basic level of knowledge and skills in all of the outlined areas. It is expected that the depth of knowledge and skills in some areas will vary according to discipline, depending upon the scope of professional practice and foundation knowledge of each discipline.

1.0 THEORETICAL/KNOWLEDGE FOUNDATIONS:

1.1 Demonstrate knowledge of Autism Spectrum Disorders (ASD) including:

- a. Understanding that ASD is comprised of a group of disorders that have similar features (a spectrum) but a range of severity and complexity of presentation across multiple domains including conditions known as:
 - Pervasive Developmental Disorder – Not Otherwise Specified
 - Asperger Syndrome
 - Rett Syndrome
 - Early Childhood Disintegrative Disorder
- b. Understanding that conditions in the category of ASD are neurodevelopmental disorders
- c. Knowledge of the history of the disorder’s documentation
- d. Knowledge of the prevalence of ASD
- e. Knowledge of theories of etiology
- f. Knowledge of the characteristics of ASD along the spectrum in the following domains:
 - Cognitive learning and information processing
 - Communication and language development
 - Social and affective development
 - Neural patterns and how variations in neural patterns can contribute to differences in behavior, performance, and learning
 - Sensory processing
 - Gross and fine motor development
 - Behavior regulation
 - Knowledge of how the characteristics affect learning and functioning
- g. Understanding that other conditions affecting development can coexist with ASD
- h. Understanding that autism is a lifelong developmental disability with unique characteristics and styles and that students with autism should be respected as the unique persons they are who possess strengths that can contribute to the individual’s learning and participation in life experiences.

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- 1.2** Demonstrate knowledge of professional literature and current research on ASD.
- 1.3** Demonstrate knowledge of assessment frameworks and procedures that identify the strengths and needs of individuals with autism and their families, including:
- a.** Knowledge of appropriate instruments for assessing the status and psychosocial needs of families.
 - b.** Knowledge of standardized testing, including when to use, what to use, accurate interpretation of results, and limitations of use with persons with ASD.
 - c.** Knowledge of use, limitations, and interpretations of instruments specifically used in assessing autism.
 - d.** Knowledge of appropriate questions, frameworks, and instruments to assess individual needs in all domains of functioning, including vocational functioning.
 - e.** Understanding of the linkages among assessment, diagnosis, and planning and programming.
- 1.4** Demonstrate knowledge of interventions that support learning and functioning in persons having ASD, including:
- a.** Environmental supports.
 - b.** Visual strategies.
 - c.** Positive behavior support.
 - d.** Instructional methodologies.
 - e.** Communication supports and intervention strategies.
 - f.** Curricular approaches and orientations.
 - g.** Social skills intervention.
 - h.** Use of technology.
 - i.** Educational setting options.
 - j.** Use of medications and dietary interventions.
 - k.** Non-traditional treatments.
- 1.5** Demonstrate knowledge of family systems and dynamics in ASD, including:
- a.** How family systems influence roles, communication, and parent-child relationships in ASD.
 - b.** The impact of ASD on the family.
 - c.** Knowledge of family-centered planning and intervention.
- 1.6** Demonstrate knowledge of the roles, scope of practice, and benefits of services of other service providers on the individual's team.
- 1.7** Demonstrate knowledge of planning transitions that meet the needs of the individual and include student and family involvement in the planning process.

2.0 DIRECT SERVICE SKILLS:

2.1 Demonstrate skill in assessment procedures used to conduct a differential diagnosis and the identification of strengths and needs of persons with ASD. These skills include the following:

- a.** Skill in collaborating with the family and other team members in planning the assessment.
- b.** Objective observation, accurate data recording, and interviewing skills.
- c.** Selection and use of appropriate procedures and instruments and adaptation of procedures to accommodate the individual information processing and learning patterns of the individual and family member.
- d.** Skill in identifying patterns of strengths and needs across domains of functioning including information processing and learning, communication, auditory behavior, socialization, behavior regulation, and fine and gross motor skills.
- e.** Skill in interpreting and analyzing assessment findings to support differential diagnosis and intervention planning.
- f.** Skill in communicating assessment results and interpretations.
- g.** Skill in recognizing the need to refer to other professionals to obtain necessary information.

2.2 Demonstrate skill in developing intervention goals and planning intervention strategies, including:

- a.** Skill in establishing a collaborative relationship with the individual's family and other team members in identifying mutually agreed-upon goals and objectives.
- b.** Skill in translating assessment findings into intervention goals and objectives.
- c.** Skill in using assessment findings to determine "best practice" interventions.
- d.** Skill in developing appropriate behavior plans.
- e.** Use of caution in predicting outcomes.

2.3 Demonstrate skill in planning and employing interventions that promote learning and support the individual's participation in life experiences, including:

- a.** Skill in working with other team members and the family to ensure carryover of goals from one discipline to the others.
- b.** Skill in integrating mutually identified goals and activities into the individual's and family's routine.
- c.** Skill in recognizing the "teachable moment" by relating strengths and interests to learning experiences.
- d.** Skill in presenting tasks in clear and sequential steps and using information inputs that are compatible with the individual's information processing strengths.
- e.** Skill in designing and using environmental adaptations that maximize individual functioning (e.g., visual strategies to support communication, socialization, and independence).
- f.** Skill in implementing strategies that support the development of social skills.

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- g. Skill in implementing strategies that support the development of communication skills.
- h. Skill in implementing behavior intervention plans that are sensitive to the communicative function of behavior and that foster the development of behavioral self-regulation.
- i. Skill in using community resources to support the intervention plan and to facilitate the integration of the individual and family into the community.
- j. Skill in providing continuity of care, anticipatory guidance, and support to the individual and family during transitions over time.

2.4 Demonstrate skill in evaluating the efficacy of the intervention plan and specific intervention strategies.

3.0 LEGAL/ETHICAL FOUNDATIONS:

3.1 Demonstrate knowledge regarding the laws protecting persons with disabilities that regulate practice in the settings in which services to individuals with Autism Spectrum Disorders (ASD) are provided, including:

- a. *Individuals with Disabilities Education Act (IDEA)*,
- b. *Americans with Disabilities Act (ADA)*,
- c. *Section 504 of the Rehabilitation Act of 1973*,
- d. Michigan special education statutes and regulations and the rules and procedures of the Individualized Education Program (IEP),
- e. Individualized Family Service Plan (IFSP), where appropriate.
- f. Rules and procedures of the Person Centered Plan (PCP),
- g. Recipient Rights,
- h. Medicaid Administrative Hearings,
- i. Michigan Mental Health Code, where appropriate.

4.0 ADVOCACY SKILLS:

4.1 Demonstrate knowledge of community resources and referral options to support the individual and family.

4.2 Demonstrate the ability to promote public awareness of the abilities and contributions of persons with autism.

5.0 INTERPERSONAL/TEAM SKILLS:

5.1 Demonstrate effective collaboration and consultation skills, including:

- a. Skill in collaborating with other team members on planning and analyzing assessments.
- b. Skill in identifying intervention goals and planning interdisciplinary intervention programs.

IV. Certificate Review Process and Procedures

A. Steps in the application process for the applicant:

1. Review the Certificate Description (I), Frequently Asked Questions (II), the Competencies (III), and the Pre-Application Checklist (*Form 11*) to determine if you may qualify and are interested in pursuing this certificate.
2. If potential applicants are unsure whether they qualify, please feel free to contact Janet E. Graetz at Oakland University (e-mail: graetz@oakland.edu or direct line: 248-370-2620) to discuss your situation,
3. If, after a review of the requirements, potential applicants know they are deficient in one or more areas, they should wait to apply until expertise or experience is established in the deficient areas. If applicants feel they meet the competencies, they are encouraged to apply.
4. Read all material carefully prior to proceeding further, especially with the assembly of the portfolio. Applicants have been denied the certificate based on poor presentation of materials in the portfolio. If the panelists have to search for information or documentation is missing, it is likely that a negative review will result. The ICA Committee believes that it is the applicant's responsibility to make their case, not the reviewers'.
5. Assemble the portfolio using the CURRENT APPLICATION PACKAGE and organize according to the directions provided in "B, Assembling the Portfolio" below. Do not submit original documents, with the exception of the letters of recommendation. The portfolio will not be returned and will become part of the ICA Archives, regardless of the recommendation.
6. Deliver to the address provided on the Application Form on or before the submission date. Materials received after the deadline will not typically be considered until the next review period.

B. Procedures upon receipt of the application:

1. Portfolios are screened at the university for basic components, not detailed content.
2. Applicants are notified of receipt and first level screening results via e-mail.
3. Panelists are identified and dates for the on-site review are confirmed.
4. Portfolios are distributed to the panelists. The chair of the panel, typically a member of the applicant's discipline, contacts the references during this period of review. **NOTE: It is critical that the applicant provides current and accurate contact information and that references be available for contact.** Lack of availability of references can delay and even postpone the review until the next review period.

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5. The panelists come together for the designated meeting with a preliminary evaluation completed. At this meeting, the chair provides information from the contacts with the references and each panelist shares his or her preliminary review results.
6. Reviewers use a 4-point rubric (0=none; 1=minimal; 2=average; 3=above average; 4=superior) to evaluate the contents of the portfolio in nine categories: experience, learning activities, leadership activities, interdisciplinary team participation, and each of the five major competencies. It is intended that individuals recommended for this recognition demonstrate above average experience and overall knowledge and skills in the area of autism spectrum disorders. A “0” rating in any of the nine categories will automatically result in a “Not Recommended” review decision.
7. Discussion follows until the panelists agree on the ratings, or at least agree to average their ratings for the final score. If there is non-agreement as to the recommendation, the portfolio will be sent to a fourth reviewer. The decision of this review is final.
8. Applicants are notified by mail with the recommendation and feedback. Assuming the recommendation is positive, the applicants submit the certificate fee. Once received, the certificate will be processed for signatures. Once the signatures are obtained, applicants will receive the certificate in the mail.

C. Possible Review Decisions

1. *Recommended*: All panelists agree that the applicant has demonstrated the competencies at the level required.
2. *Not Recommended*: All panelists agree that one or more competencies have not been met at the level required.
3. *Split Decision*: Panelists disagree, and the portfolio is sent to a fourth reviewer, whose decision will be final.
4. *Pending*: This decision is rendered when all panelists believe that minimal clarification will affect the decision. In such cases, the applicants will be contacted to provide said clarification.

D. Timeline

1. The procedure typically takes 8-10 weeks from the submission date.
2. The time line may vary based on availability of the panelists for the review process.

E. Procedures for Re-review

1. If an applicant receives a negative recommendation and wishes to continue to pursue the certificate, resubmission of the portfolio at a future submission date, accompanied by a second application fee is required.
2. If the applicant believes, after carefully reviewing the feedback, that the competencies have been met, i.e., somehow the reviewers

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overlooked information that would change the recommendation, the applicant has 3 weeks from the date of the letter to provide a rejoinder (preferably electronically), indicating where the information can be found in the portfolio. New information (e.g. additional workshops attended since submission) is not acceptable for a re-review. This information will be forwarded to the original panelists unless circumstances prevent one or more of the original group from participating. Depending on the extent of the review, there may or may not be a re-review fee (same as the application) at this time. The only difference between a re-review and resubmission is the rejoinder that accompanies the former and a potential resolution prior to the next review period.

3. Re-reviews will not be considered when the portfolio reflects primarily minimal levels. In this case, the applicant is encouraged to continue to collect those experiences which would lead to the certificate and apply at a later date.

F. Procedures for Resubmission

1. Individuals choosing to resubmit must provide a complete portfolio at the time of submission along with a second application fee.
2. The ICA Committee asks applicants to seriously consider the feedback provided when preparing for a re-submission.

V. Application Instructions

A. The following items must be submitted as your application package in the order listed:

1. **Completed and signed Application Package Checklist** (*Form 10*)
2. **Completed Application Form** (*Form 1*)
3. **Resume** (*Use the format provided in Form 2*)
4. **Credentials** (professional license and/or certification)
5. **References** (minimum of 3 letters, one of which should be from an administrator who can verify experience and leadership activities). While past letters may be used in the documentation for the competencies throughout the portfolio, letters of recommendation should be current and specific to the purpose of qualifying for the certificate.
6. **Listing of the learning activities** that have supported your development of the competencies represented by the Interdisciplinary Certificate. Please use the Listing of Learning and Leadership Activities Forms (*Forms 3, 4, & 5*) provided in Section VI. You must show evidence of having completed at least 100 clock hours of learning activities in the area of Autism Spectrum Disorders. Please assign a number to each learning activity in your listing. Use the numbers you have assigned to your learning activities on the items of documentation you are providing as evidence of participation in the activity.
7. **Listing of your leadership activities** in the area of Autism Spectrum Disorders (*Form 6*). You may include this information in your resume, if appropriate; however, you must reference this document on the form and provide documentation for the activity. You must also provide documentation that shows evidence of your participation in the activities listed.
8. **Completed Competency/Activity Matrices** (*Forms 7a-7e*) showing the relationship of your learning and leadership activities to the specific competencies of the Interdisciplinary Certificate. In the cells beside each competency, indicate which learning or leadership activities contributed most your acquisition of the competency. In completing the cells, you may refer to the activity by its number from your listing of activities. If you have limited experience with any given competency, it is advisable to include all of those experiences.
9. **Documentation** of learning activities and leadership activities. You must provide documentation for each of the learning and leadership activities you cite. Documentation must be comprehensive and should show both **attendance/participation and substantive content**. Documentation may include, but is not limited to, the following:
 - a. University course transcripts with course title
 - b. University course syllabus
 - c. Letter from instructor indicating participation and/ or content
 - d. Workshop brochure with title, topics, objectives, presenters
 - e. Conference program (be sure to designate which sessions you attended, especially when there are multiple options concurrently)
 - f. Certificates of attendance
 - g. Receipt of payment
 - h. Summary of contents of books read
 - i. Summary of articles read
 - j. Agenda page from workshop
 - k. Handouts from workshop
 - l. Notes from the conference/workshop/seminar
 - m. Summary of information covered by the workshop in your own words (particularly important in the absence of detailed agenda or handouts)
 - n. Statements of follow-up activities resulting from workshop/conference/seminar attendance

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- o. Program with your name listed as a presenter, or an agenda page of the workshop handout, and/or a PowerPoint summary page of the workshop (if a co-presenter, be sure that your role is clear in the evidence provided)
- p. Letters acknowledging specific leadership activities
- q. Syllabus of course(s) you have taught
- r. Evidence of grant funding
- s. Copy of materials developed (e.g., handbook for parents, district procedures, etc)
- t. Learning/Leadership Activity Documentation Forms (*Forms 8 and 9*) for activities for which you have no standard documentation. Please use the label format provided in Section VI.

Adequate documentation is critical in assuring a positive recommendation for the certificate. While it should not be necessary to include every activity over the last ten years, it is advisable to represent what you have done to the fullest extent possible, i.e., do not simply stop with the minimum hours or one leadership activity, as you will be doing yourself a disservice. Documentation should be sufficient to substantiate content and may therefore require more than one piece of evidence. For example, an item on a workshop agenda may be “interventions,” with no specificity noted, and the individual uses this to document achievement for Competency 1.4. This particular competency has eleven areas which should be addressed, and this indefinite documentation alone would not be accepted as evidence. A summary of the content, or even handwritten notes would help clarify the type of interventions provided at this workshop.

- B. You are encouraged to use some sort of work sheet from those options provided in section VI to assist in the assembly of the portfolio, particularly in confirming that documentation exists for all competencies and each item is correctly referenced for the appropriate competencies. These work sheets are intended for your use and are not required as part of the portfolio submission. However, if you wish to include a completed worksheet, you may certainly do so.
- C. Use the Application Package Checklist (*Form 10*) to assure that you have included all of the required information and documentation. Submit the completed and signed Application Package Checklist with your application materials.
- D. All materials should be submitted on 8½ x11 paper (single or double-sided), with no staples or clips, in the order noted below. Brochures or other non-standard size material should be copied on 8 ½ x 11 paper. Please insert colored paper between each section as noted below. Binders are acceptable but not necessary. Please do not insert pages in plastic sleeves. The original copy of the portfolio will be kept for the archives and will not be returned to the applicant. Please be sure to keep a set of materials for yourself.

ORDER OF PORTFOLIO CONTENTS:

- 1. Application Forms, Credentials, Letters of Recommendation
- 2. Learning Activities Matrix
 - Workshops, conferences and seminars (W/C/S)
 - Independent studies (IS)
 - University Courses (UC)
- 3. Leadership Activities Matrix
- 4. Competency Matrix
- 5. Documentation
 - W/C/S
 - IS
 - UC
 - Leadership activities (L)
- 6. Work sheets (optional)

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- E. Submit your completed Application Package *with the current date* by the indicated deadline posted on the website, www.oakland.edu/ICA.

- F. You must submit ALL of your information at the same time. Incomplete or partial applications will NOT be considered. If you feel you are weak in one or more competency, we suggest you wait until it is clear that all competencies have been met in order to avoid paying a second application fee. If you have any questions or would like clarification regarding the assembly of your application package, please contact Oakland University and you will be provided with assistance.

Contact Information

(248) 370-2623

E-mail: intrcert@oakland.edu

Web site: www.oakland.edu/ICA

Send your **application package** and **non-refundable application fee** to:

Oakland University
Interdisciplinary Certificate
Attn: Dr. Carol Swift
405A Pawley Hall
Rochester, MI 48309-4494

The non-refundable application fee check for **\$125** should be made payable to: **Oakland University**.

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VI. Forms*

Required

1. Application
2. Resume Format
3. Learning Activities: Workshops/Conferences/Seminars (W/C/S)
4. Learning Activities: University Courses (UC)
5. Learning Activities: Independent Studies (IS)
6. Leadership Activities (L)
7. Competency/Activity Matrices (a-e)
8. Learning Activity Documentation**
9. Leadership Activity Documentation**
10. Application Package Checklist

A. Other

11. Pre-Application Checklist
12. Worksheets

*All forms are available in Word documents so that you may complete electronically and adjust spacing as necessary.

**Forms 8 and 9 are to be used for independent readings or other activities for which the standard documentation may not apply. Please note that the size of the box does not imply a limitation of content and the space may be expanded to suit the needs of the information.

Application Form

1. Identifying Information

Name _____

Home Address _____

Home Telephone _____ Email Address _____

Profession _____ Current Position _____

Employer _____

Work Address _____

Work Telephone _____ Work Email Address _____

2. Experience With Students/Clients Having ASD

Number of years of experience in your discipline/profession _____

Number of years of experience working with students/clients having ASD _____

Number of students/clients having ASD seen per year _____

Types of services provided to students/clients with ASD (check all that apply)

- Consultation
- Assessment
- Intervention
- Program planning
- Other (please specify)

3. Professional References

Please provide the name and contact information (telephone number, mailing address, email address) of a minimum of three professionals who are familiar with your work in the area of Autism Spectrum Disorders and can address your involvement in the service areas checked above. One of the three should be a professional who has worked with you on an Interdisciplinary Team. At least three letters of reference must be included with the portfolio. At least some, if not all, references will be contacted during the review process.

Name: _____

Position _____

Mailing Address _____

Email Address _____

Telephone Numbers _____

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Name: _____
Position _____
Mailing Address _____
Email Address _____
Telephone Numbers _____

Name: _____
Position _____
Mailing Address _____
Email Address _____
Telephone Numbers _____

Name: _____
Position _____
Mailing Address _____
Email Address _____
Telephone Numbers _____

Name: _____
Position _____
Mailing Address _____
Email Address _____
Telephone Numbers _____

4. Biography and Rationale for Applying for the Certificate

Please provide a 1-2 page narrative description of your professional evolution working with students/clients having ASD and your rationale for applying for this certificate.

5. Application and Certification Fee

The **non-refundable application fee** is **\$125.00**. The fee must be submitted with your application package. After a review of your portfolio verifies that you possess the education, leadership, and experience that satisfy the competencies represented by the certificate, you will be notified. At that time, a fee of **\$25.00** must be paid for the **issuance of the certificate**.

Resume Format

- I. Name
- II. Education
- III. Professional Credentials
- IV. Professional Work Experience
- V. Professional Association Memberships
- VI. Professional Leadership Activities and Recognition
- VII. Papers and Presentations
- VIII. Publications and Research Activities
- IX. Supervision and Mentoring Experience

Please note that experience provided in the resume must be documented if it is intended to be used toward fulfillment of competencies.

Learning Activities
Workshops, Conferences, Seminars

Total Clock Hours in This Category: _____

Learning Activity Number <i>*(W/C/S)</i>	Title	Presenter(s)	Date	**Content Topics	Clock Hours	Documentation Provided
W/C/S #						
W/C/S #						
W/C/S #						
W/C/S #						
W/C/S #						
W/C/S #						
W/C/S #						
W/C/S #						
W/C/S #						
W/C/S #						
W/C/S #						
W/C/S #						
W/C/S #						
W/C/S #						
W/C/S #						
W/C/S #						
W/C/S #						

** Workshop/Conference/Seminar* Learning activities should be numbered from one to however many activities are cited. The number for each activity should be written on the documentation for each cited activity; a sample is provided in Section VII. Although not essential, a chronological listing is suggested.

Learning Activities
University Courses in ASD

Total Clock Hours* in This Category: _____

Learning Activity Number *(UC)	Course Number and Title	University and Instructor	Date	Credit Hours	Documentation Provided (Please provide course syllabus)
UC #					
UC #					
UC #					
UC #					

**University Course*

***As a general rule, and for the purposes of this certificate, one credit hour is equivalent to 12 contact (clock) hours. Please be careful when using information included in a course that covers material unrelated to the competency cited. In such cases, it would be more appropriate to estimate the number of hours in the course dedicated to this topic.*

Learning Activities
Independent Studies in ASD

Total Clock Hours* in This Category: _____

Learning Activity Number **(IS)	Activity (Please describe. If the activity was independent reading, please list the title, author, and date of book or article.) ***	Date	Content Topics	Clock Hours	Documentation Provided
IS #					
IS #					
IS #					
IS #					
IS #					
IS #					
IS #					
IS #					
IS #					
IS #					
Etc.					

*Clock hours: It is impossible to accurately count or document the number of hours one spends in independent reading; for purposes of this certificate, the following guidelines are used: (a) professional article= 1 hour; (b) book chapter= 1 hour; (c) book= 3-5 hours, depending on the length and depth of content; (d) video=actual; (e) other= estimate, as appropriate.

**Independent Study

*** Documentation for readings should include both a summary of the information which is being used as evidence toward a particular competency, and if a book, a table of contents and/or index to verify content. While some titles may provide a clear connection to a competency, this is not always the case.

Leadership Activities in ASD

Activity Number *(L)	Activity	Date	Documentation Provided
L #			
L #			
L #			
L #			
L #			
L #			
L #			
L #			
Etc.			

** Leadership Activity: Leadership Activities can take various forms, including, but not limited to research, teaching, conducting workshops, developing materials, etc. See Section V, Application Instructions (pp. 12-13) for more examples.*

**Competency/Activity Matrices
Theoretical/Knowledge Foundations**

In the cells for each competency, please indicate the number(s) of the learning or leadership activities that contributed most to the acquisition of the competency.

Competency	Components	Learning Activities	Components	Leadership Activities
1.1 Knowledge about Autism Spectrum Disorders	1.1.a. 1.1.b. 1.1.c. 1.1.d. 1.1.e. 1.1.f. 1.1.g. 1.1.h.		1.1.a. 1.1.b. 1.1.c. 1.1.d. 1.1.e. 1.1.f. 1.1.g. 1.1.h.	
1.2 Knowledge of professional literature and current research				
1.3 Knowledge of assessment frameworks and procedures	1.3.a. 1.3.b. 1.3.c. 1.3.d. 1.3.e.		1.3.a. 1.3.b. 1.3.c. 1.3.d. 1.3.e.	
1.4 Knowledge of interventions	1.4.a. 1.4.b. 1.4.c. 1.4.d. 1.4.e. 1.4.f. 1.4.g. 1.4.h. 1.4.i. 1.4.j. 1.4.k.		1.4.a. 1.4.b. 1.4.c. 1.4.d. 1.4.e. 1.4.f. 1.4.g. 1.4.h. 1.4.i. 1.4.j. 1.4.k.	

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1.5 Knowledge of family systems and dynamics	1.5.a. 1.5.b. 1.5.c.			
1.6 Knowledge of other service providers				
1.7 Knowledge of transition planning				

Competency/Activity Matrix
Direct Service Skills

In the cells for each competency, please indicate the number(s) of the learning or leadership activities that contributed most to the acquisition of the competency.

Competency		Learning Activities		Leadership Activities
<p>2.1 Skill in assessment</p>	<p>2.1.a. 2.1.b. 2.1.c. 2.1.d. 2.1.e. 2.1.f. 2.1.g.</p>		<p>2.1.a. 2.1.b. 2.1.c. 2.1.d. 2.1.e. 2.1.f. 2.1.g.</p>	
<p>2.2 Skill in intervention goal setting and intervention planning</p>	<p>2.2.a. 2.2.b. 2.2.c. 2.2.d. 2.2.e.</p>		<p>2.2.a. 2.2.b. 2.2.c. 2.2.d. 2.2.e.</p>	
<p>2.3 Skill in planning and employing interventions</p>	<p>2.3.a. 2.3.b. 2.3.c. 2.3.d. 2.3.e. 2.3.f. 2.3.g. 2.3.h. 2.3.i. 2.3.j.</p>		<p>2.3.a. 2.3.b. 2.3.c. 2.3.d. 2.3.e. 2.3.f. 2.3.g. 2.3.h. 2.3.i. 2.3.j.</p>	
<p>2.4 Skill in evaluating the efficacy of intervention plans and strategies</p>				

**Competency/Activity Matrix
Legal/Ethical Foundations**

In the cells for each competency, please indicate the number(s) of the learning or leadership activities that contributed most to the acquisition of the competency.

Competency		Learning Activities		Leadership Activities
<p>3.1 Knowledge of laws, regulations, and procedures</p>	<p>3.1.a. 3.1.b. 3.1.c. 3.1.d. 3.1.e. 3.1.f. 3.1.g. 3.1.h. 3.1.i.</p>		<p>2.3.a. 2.3.b. 2.3.c. 2.3.d. 2.3.e. 2.3.f. 2.3.g. 2.3.h. 2.3.i.</p>	

Competency/Activity Matrix
Advocacy Skills

In the cells for each competency, please indicate the number(s) of the learning or leadership activities that contributed most to the acquisition of the competency.

Competency		Learning Activities		Leadership Activities
<p>4.1 Knowledge of community resources and referral options</p>				
<p>4.2 Ability to promote public awareness of abilities of persons with ASD</p>				

Competency/Activity Matrix
Interpersonal/Team Skills

In the cells for each competency, please indicate the number(s) of the learning or leadership activities that contributed most to the acquisition of the competency.

Competency		Learning Activities		Leadership Activities
<p>5.1 Effective collaboration and consultation skills</p>	<p>5.1.a. 5.1.b.</p>		<p>5.1.a. 5.1.b.</p>	

Learning Activity Documentation Form

Instructions: This documentation form is to be used to report activities for which no other standard documentation exists. A separate form must be used for each activity. The box is provided as a framework and is not restrictive to the information provided. It may be expanded as necessary to the competency addressed.

Learning Activity Number: _____

Type of Activity:

Title of Activity:

Description of Activity:

The activity reported on this form reflects an activity in which I actually participated. Falsification of this information is unethical and will result in my being ineligible for the Interdisciplinary Certificate in Autism.

Signature _____ **Date:** _____

Leadership Activity Documentation Form

Instructions: This documentation form is to be used to report activities for which no other standard documentation exists. A separate form must be used for each activity. The box is provided as a framework and is not restrictive to the information provided. It may be expanded as necessary to the competency addressed.

Leadership Activity Number: _____

Type of Activity:

Title of Activity:

Description of Activity:

The activity reported on this form reflects an activity in which I actually participated. Falsification of this information is unethical and will result in my being ineligible for the Interdisciplinary Certificate in Autism.

Signature _____ **Date:** _____

Application Package Checklist

Please use this checklist to ensure the completeness and veracity of the contents of your application package. Submit the signed checklist with your application package.

Have you included:	<u>Check included items</u>
1. The completed and signed Application Checklist?	<input type="checkbox"/>
2. The completed Application Form?	<input type="checkbox"/>
3. A resume using the format required?	<input type="checkbox"/>
4. A completed listing of your learning and leadership activities?	<input type="checkbox"/>
5. The Competency/Activity Matrix, showing how your learning and leadership activities support your acquisition of the competencies?	<input type="checkbox"/>
6. Documentation of ALL of the learning and leadership activities you have cited?	<input type="checkbox"/>
7. Non-refundable application fee of \$125 made out to OAKLAND UNIVERSITY ?	<input type="checkbox"/>

If you have included all of the above, congratulations! Please sign the statement below and mail your application package and fee (\$125) to:

Oakland University
Interdisciplinary Certificate
Attn: Dr. Carol Swift
405A Pawley Hall
Rochester, MI 48309

I hereby verify that all of the information and documentation submitted in this application truthfully represents my experience, learning, and leadership in the area of Autism Spectrum Disorders.

Name: _____

Signature: _____ Date: _____

Upon receipt, your application will be screened for completeness and subsequently reviewed by an ICA panel. Please allow 8-10 weeks following the application deadline for the review process.

Pre-Application Checklist

To assist you in determining whether you may be eligible for the Interdisciplinary Certificate in Autism, you can respond to the items in this checklist. Please note that measures provided imply the minimum accepted for the particular category; individuals who have minimum levels across the board are not generally viewed as possessing sufficient depth and breadth required for this recognition.

1. Professional experience in my discipline 5 years or more Yes No

2. Experience with Autism Spectrum Disorders (ASD):

Three (3) years of experience with students/clients having ASD AND have provided services to at least 15 students or clients or to an average of 5 students/client per year? Yes No

3. Completed at least 100 clock hours of learning activities in ASD? Yes No

(This may include university courses, professional workshops, independent reading, observations and consultation with specialists. The learning and leadership activities must be current within the last 10 years. Key activities, or experiences which have contributed to your knowledge base but are older than 10 years, should also be included).

4. Engaged in one or more of the following leadership activities in the area of ASD?

- Delivering professional presentations to
 - Parents Yes No
 - Colleagues Yes No
 - Professional organizations Yes No
- Teaching university courses in ASD Yes No
- Conducting research in the area of ASD Yes No
- Supervising interns or staff working with students/clients with ASD or mentoring others working in the area of ASD Yes No
- Publishing in the area of ASD Yes No

5. Functioned successfully as a member of an Interdisciplinary Team on behalf of students/clients having ASD? Yes No

Carefully review the competencies represented by the Interdisciplinary Certificate in Autism to determine if you believe that you possess the **advanced** knowledge and skills embodied in the competency statements. While **minimum standards are provided as a starting point, it is expected that experience will reflect both depth and breadth, as should learning and leadership activities;** both should be **sustained over time**. This review can also assist you in determining which competencies you need to acquire should you wish to apply for the certificate in the future.

If, after a review of the requirements, you identify the absence of one or more competencies, you are encouraged to supplement in the relevant areas prior to submission. If you need assistance or clarification during the preparation of your portfolio, please feel free to contact Oakland University.

Worksheets

12a. Option 1

12b. Option 2

12c. Option 3

Examples of worksheets are provided to assist the applicant in preparing the portfolio, but are certainly not the only possible organizational tools that might be helpful, nor are they necessary if they do not prove useful. Two of these layouts are representative of strategies used by the original panelists during the grant phase for preparing their own portfolios and Option 1 actually evolved as a result of the review process.

Worksheet: Option 1

1.0 Theoretical/Knowledge Foundations

1.1 Knowledge/ Theoretical Foundations of ASD	Documentation (W/C/S) (UC) (IS) (LdA)
a. spectrum	
b. neurodevelopmental	
c. history	
d. prevalence	
e. etiology	
f. characteristics	
g. comorbid conditions	
h. lifelong	

1.2. Professional Lit/ Current Research	
--	--

1.3 Assessment	Documentation (W/C/S) (UC) (IS) (LdA)
a. instruments/status/needs of families	
b. standardized testing	
c. instruments specific to ASD	
d. all domains of functioning	
e. link: ass/intervention	

1.4 Interventions	Documentation (W/C/S) (UC) (IS) (LdA)
a. environmental supports	
b. visual strategies	
c. positive behavioral support	
d. instructional methodologies	
e. communication supports	
f. curricular approaches/orientations	
g. social skills,	
h. technology	
i. educ. setting options	
j. medication/dietary	
k. non-traditional	

1.5 Family Systems	Documentation (W/C/S) (UC) (IS) (LdA)
a. influence on roles/relationships	
b. impact	
c. family centered planning/intervention	

1.6 Other service providers	
------------------------------------	--

1.7 Planning transitions	
---------------------------------	--

2.0 Direct Service Skills

2.1 Assessment/differential diagnosis	Documentation (W/C/S) (UC) (IS) (LdA)
a. collaboration	
b. observation/data recording/interviewing	
c. appropriate procedures	
d. identifying patterns	
e. interpreting/analyzing	
f. communicating results	
g. referral	

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2.2 Developing goals	
a. involving family	
b. trans. assessment to int. goals	
c. assessment to best practice	
d. behavior plans	
e. caution in predicting outcomes	

2.3 Plan/ implement interventions-supporting participation in life experiences	
a. integration of goals across disciplines	
b. integration of goals into family routine	
c. utilize strengths/interests	
d. clear/sequential presentation	
e. environmental adaptations	
f. social skills	
g. communication skills	
h. behavior as communication/self regulation	
i. community resources	
j. transitions	

2.4 Evaluation	
-----------------------	--

3.0 Legal/Ethical Foundations

3.0 Legal/Ethical Foundations	
a. IDEA	
b. Section 504	
c. IEP	
d. IFSP	
e. PCP	
f. Recipient Rights	
g. Medicaid Adm. Hearings	
h. MMHC	

4.0 Advocacy Skills

4.1 Community resources	
--------------------------------	--

4.2 Promote public awareness	
-------------------------------------	--

5.0 Interpersonal Team Skills

5.1 Effective Collaboration/Consultation	
a. Planning & analyzing assessments	
b. Identifying intervention goals/planning interdisciplinary intervention	

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Work Sheet: Option 2

	1.1	1.2	1.3	1.4	1.5	1.6	1.7	2.1	2.2	2.3	2.4	3.1	4.1	4.2	5.1
W/C/S#1															
W/C/S#2															
Etc.															
IS#1															
IS#2															
Etc,															
UC #1															
Etc.															
L #1															
L#2															
L#3															
Etc.															

Note: Learning Activities are divided into three major categories for coding purposes:
 Workshops, Conferences and Seminars (W/C/S)
 Independent Studies (IS)
 University Courses (UC)
Leadership Activities are coded as (L)

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Work Sheet: Option 3

Comp.	W/C/S 1	W/C/S 2	W/C/S 3	Etc.	IS 1	IS 2	Etc.	UC 1	Etc.	L 1	L 2	L 3	Etc.
1.1													
1.2													
1.3													
1.4													
1.5													
1.6													
1.7													
2.1													
2.2													
2.3													
2.4													
3.1													
4.1													
4.2													
5.1													

Note: Learning Activities are divided into three major categories for coding purposes:

Workshops, Conferences and Seminars (W/C/S)

Independent Studies (IS)

University Courses (UC)

Leadership Activities are coded as (L)

Sample of Selected Partially Completed Forms

There are a variety of ways to go about organizing the materials to complete the necessary forms for the portfolio. This particular example begins with one learning activity and one leadership activity which address competency 1.5 Family Systems.

Form 3

Learning Activities *Workshops, Conferences, Seminars*

Total Clock Hours in This Category: _____

Learning Activity Number *(W/C/S)	Title	Presenter(s)	Date	**Content Topics	Clock Hours	Documentation Provided
W/C/S #	Autism in the Family	Cecily Jones, MSW	5/1/98	Impact on various family members of having a child/sibling with autism; effects on marriage and family dynamics	2	Agenda Personal notes
W/C/S #						
W/C/S #						
W/C/S #						
W/C/S #						
W/C/S #						
W/C/S #						

* *Workshop/Conference/Seminar* Learning activities should be numbered from one to however many activities are cited. The number for each activity should be written on the documentation for each cited activity; a sample is provided in Section VII. Although not essential, a chronological listing is suggested.

**Competency/Activity Matrices
Theoretical/Knowledge Foundations**

In the cells for each competency, please indicate the number(s) of the learning or leadership activities that contributed most to the acquisition of the competency.

Competency	Components	Learning Activities	Components	Leadership Activities
1.5 Knowledge of family systems and dynamics	1.5.a. 1.5.b. 1.5.c.	W/C/S 1 W/C/S 1		L3
1.6 Knowledge of other service providers				
1.7 Knowledge of transition planning				

Please note that in this example, only one Learning Activity and one Leadership activity are provided as documentation for this competency for purposes of illustration. For most competencies, there will be multiple experiences.

Examples for Labeling Documentation

Although documentation for any given activity may consist of multiple pieces of evidence, an activity or an event should have a single number, with pages numbered consecutively. Numbering of pages will start over with each activity, thus it is important that you include the activity number on each page as well.

Example 1:

W/C/S # 1 is a 2 hour in- service on the needs of the family with a child on the spectrum.

This particular activity consists of 2 items spanning 3 pages: The first is an announcement of the event, the second includes the personal notes of the applicant.

The applicant is using this event as 2 hours of learning activity for Competency 1.5 (Family Systems) a (Influence on roles/relationships and b (impact). There is no evidence in either the brochure or the notes for c (family centered planning/intervention).

W/C/S #1 1.5a,b	p. 1
----------------------------	-------------

W/C/S #1 1.5a,b	p. 2
----------------------------	-------------

W/C/S #1 1.5a,b	p. 3
----------------------------	-------------

Example 2:

L #3 consists of a district plan for working with families of children on the autism spectrum, which is co-authored by the applicant, and a brief statement regarding her role in the development of this document. The document is 12 pages and her narrative is on the 13th page.

L#3 1.5 c	p. 1
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Each of the 13 pages would be labeled the same except for the page #, unless there is material which would address other competencies.

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Example 3:

If other topics were covered in L#3 that address any other competencies, these would be included in the labels as well. For example, one section, found on page 10, addresses transitions as defined by Competency 2.3.j. It is the applicant's choice whether to include this on all 13 labels or only on the one that appears on p. 10.

L#3 1.5 c 2.3.j	p. 10
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