

COMMISSION ON TEACHER CREDENTIALING

12 9TH STREET
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CC #90-9003

DATE: February 20, 1990

TO: Persons Interested in the Regulations Governing Preparation Programs to Teach the Seriously Emotionally Disturbed and Other Health Impaired (Autistic)

FROM: 
Philip A. Fitch, Executive Secretary

SUBJECT: Approval of Proposed Amendments to Regulations Sections 80047.2 and 80047.4 Pertaining to Credential Authorizations for Special Classes for Seriously Emotionally Disturbed (SED) and Other Health Impaired (Autistic), and Sections 80640 and 80641 (formerly Sections 80637.1 and 80637.2) Pertaining to Approval of Programs of Preparation for the Authorization to Teach the Seriously Emotionally Disturbed and Other Health Impaired (Autistic)

The Office of Administrative Law has recently approved amendments to the above listed Title 5 regulations pertaining to the Seriously Emotionally Disturbed and Other Health Impaired (Autistic). These regulations are effectively immediately.

Amendments to Sections 80047.2 and 80047.4 pertaining to credential authorizations for special class with the primary disability seriously emotionally disturbed and other health impaired (autistic) respectively, extend the date of September 1, 1988 to September 1, 1991 to provide sufficient time for the Commission and relevant institutions to develop, adopt and implement requirements for the approval of preparation programs for teachers of the seriously emotionally disturbed and other health impaired (autistic).

An additional change was suggested at the January public hearing that would have required holders of the Severely Handicapped (SH) credential to have specific additional preparation to teach SED or autistic students. Although the Commission agreed in principle with the comments made at the public hearing, on the advice of the Office of Administrative Law, the Commission did not include this requirement because such an amendment would have been beyond the scope of the Notice of Proposed Rulemaking. The Commission chose not to limit the types of credential which authorize teaching SED students because to do so would place an undue hardship on SH credential holders at the present time.

Sections 80640 and 80641 relate to the specific competencies needed to teach the seriously emotionally disturbed and other health impaired (autistic) students. Changes made by the Commission at the January 5, 1989 public hearing were mainly technical. The regulations will serve as a basis for approval of programs of preparation for the authorization to teach such students. Amended regulations are attached.

Attachments

AMENDMENT OF SECTION 80047.2 OF TITLE 5,
CALIFORNIA CODE OF REGULATIONS, PERTAINING TO
CREDENTIAL AUTHORIZATIONS FOR SPECIAL CLASSES

80047.2. Authorization for Special Class with Primary Disability:
Seriously Emotionally Disturbed

(a) Holders of the listed credentials are authorized to teach handicapped children with specific learning disabilities in a special class in which the primary disability is "seriously emotionally disturbed" as defined in subsection 300.5(b)(8) of Title 34 Code of Federal Regulations, Subpart A:

(1) The Special Education Specialist Instruction Credential for the Severely Handicapped.

(2) The special education credentials other than the Special Education Specialist Instruction Credential for the Severely Handicapped, listed in Sections 80047 and 80047.1, provided the following conditions have been met:

(A) The holder of the special education credential has taught full-time for at least one year prior to September 1, ~~1988~~ 1991 in special classes in which the primary disability was seriously emotionally disturbed, and ~~has completed either (i) or (ii) below:~~

~~(i) A Commission approved program for the seriously emotionally disturbed authorization; or~~

(B) (ii) Has ~~Receives~~ received a favorable evaluation or recommendation to teach a special class with the primary disability, seriously emotionally disturbed, by the local employing agency.

(b) The holder of one of the special education credentials listed in Sections 80047 and 80047.1 who does not meet the requirements of (a) above shall be authorized to teach in a special class in which the primary disability is seriously emotionally disturbed provided the following requirement is met: Completion of a Commission-approved program for the seriously emotionally disturbed.

Authority cited: Section 44225, Education Code. Reference: Section 44265 and 44343, Education Code; and 20 USC 1401(1)(15).

AMENDMENT OF SECTION 80047.4 OF TITLE 5,
CALIFORNIA CODE OF REGULATIONS, PERTAINING
TO CREDENTIAL AUTHORIZATIONS FOR SPECIAL CLASSES

80047.4 Authorization for Special Class With Primary Disability:
Other Health Impaired (Autistic)

(a) Holders of the below-cited credentials are authorized to teach handicapped children with specific learning disabilities in a special class in which the primary disability is "other health impaired" as defined in subsection 300.5(b)(7)(1) (autistic) of Title 34 Code of Federal Regulations, Subpart A:

(1) The Special Education Specialist Instruction Credential for the Severely Handicapped.

(2) The Special Education Specialist Instruction Credential for the Communication Handicapped or the Clinical Rehabilitative Services Credential in Language, Speech and Hearing, with Special Class Authorization, provided the following conditions have been met:

(A) The holder of one of these credentials has taught full-time for at least one year prior to September 1, ~~1988~~ 1991 in a special class in which the primary disability was other health impaired (autistic), and has completed either (i) or (ii) below:

(i) A Commission-approved program for the other health impaired (autistic) authorization; or

(ii) Received a favorable evaluation or recommendation to teach a special class with the primary disability, other health impaired (autistic), by the local employing agency.

(b) The holder of one of the special education credentials listed in Sections 80047 and 80047.1 who does not meet the requirements of (a) above shall be authorized to teach in a special class in which the primary disability is other health impaired (autistic) provided the following requirement is met: Completion of a Commission-approved program for the other health impaired (autistic).

Authority cited: Section 44225, Education Code. Reference: Sections 44265 and 44343, Education Code; and 20 USC 1401(1)(15).

PART VIII OF TITLE 5
CALIFORNIA CODE OF REGULATIONS

ADDITION OF SECTIONS 80640 AND 80641
(formerly 80637.1 AND 80637.2)

AUTHORIZATION TO TEACH (1) THE SERIOUSLY EMOTIONALLY
DISTURBED AND (2) OTHER HEALTH IMPAIRED (AUTISTIC)

Section 80640. Approval of Programs of Preparation for the Authorization
to Teach the Seriously Emotionally Disturbed

(a) Programs of direct instruction shall be designed for candidates to
develop specific skills and knowledge in each of the following
competency areas:

(1) Causes, characteristics, and definitions of seriously
emotionally disturbed pupils.

(A) Historical development.

(B) Characteristics relative to problems of environmental
conflict, personal disturbance, and learning disorders.

(C) Etiological and dynamic theories.

(D) Diagnostic, educational and medical models.

(E) Developmental/emotional/educational ramifications of
children born addicted to drugs.

(2) Assessment and curriculum design in academic and social
domains.

(A) Academic skills.

(B) Affective development.

(C) Social skills.

(D) Self management and study skills.

(E) Vocational skills.

(F) Behavior and impulse control.

(3) Repertoire of varied instructional strategies.

- (A) Teacher directed/mediated.
- (B) Student-initiated.
- (C) Peer-supported.
- (D) Vocational/community-supported.
- (E) Group and individual.

(4) Classroom and advanced behavior management.

- (A) Classroom organization.
- (B) Ecological intervention.
- (C) Contingency management.
- (D) Crisis intervention.
- (E) Ethical considerations.
- (F) Selection of least intrusive interventions.
- (G) Behavioral data collection, interpretation and use.
- (H) Individual and group techniques.
- (I) Re-integration/mainstreaming approaches.

(5) Consultation and coordination.

- (A) Community resources, including mental health agencies, child protective services, regional centers and probation departments.
- (B) Parent/professional collaboration.
- (C) Other professionals, including resource specialists and regular classroom professionals.

(b) Field work shall consist of:

- (1) Application of the knowledges and skills gained in subdivisions (a)(1) through (5) of this section.
- (2) Assessment in a public school setting, or private school of equivalent status.
- (3) Completion of a minimum of 100 clock hours of direct contact with pupils.
- (4) Supervision of the student by at least one person who is appropriately certificated for the area of service.

Section 80641. Approval of Programs of Preparation for the Authorization to Teach Other Health Impaired (Autistic)

(a) Programs of direct instruction shall be designed for candidates to develop specific skills and knowledge in each of the following competency areas:

(1) Causes, characteristics, and definitions of autism.

(A) Historical perspectives.

(B) Organic vs. psychogenic vs. interactive causation.

(C) Definitions and differential diagnosis.

(D) Behavior and learning characteristics in relation to developmental level and age.

(E) Developmental profiles: strengths and weaknesses.

(2) Assessment and curriculum design in academic and social domains.

(A) Communication, including verbal as well as nonverbal communication, and augmentation.

(B) Social and cognitive development.

(C) Peer interaction and play.

(D) Community, vocational and transition referenced skills.

(E) Academic skills.

(F) Behavior and impulse control.

(G) Leisure skills.

(3) Repertoire of varied instructional strategies.

(A) Teacher directed/mediated.

(B) Student-initiated.

(C) Peer-supported.

(D) Group and individual.

(4) Classroom and advanced behavior management.

(A) Classroom organization.

(B) Ecological intervention.

(C) Contingency management.

(D) Developmental and communicative basis of behavior problems.

(E) Ethical consideration.

(F) Selection of least intrusive interventions.

(5) Consultation and coordination.

(A) Community resources, including mental health agencies, regional centers, child protective services, and probation departments.

(B) Parent/professional collaboration.

(C) Other professionals.

(b) Field work shall consist of:

(1) Application of the knowledges and skills gained in subdivisions (a)(1) through (5) of this section.

(2) Assessment in a public school setting, or private school of equivalent status.

(3) Completion of a minimum of 100 clock hours of direct contact with pupils.

(4) Supervision of the student by at least one person who is appropriately certificated for the area of service.