

## COMMISSION ON TEACHER CREDENTIALING

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Sacramento, California 95814-7000

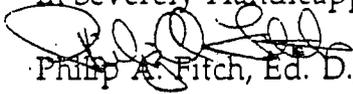


OFFICE OF THE EXECUTIVE SECRETARY

92-9211

June 18, 1992

To: Deans and Coordinators of Special Education Specialist Programs  
in Severely Handicapped and Learning Handicapped

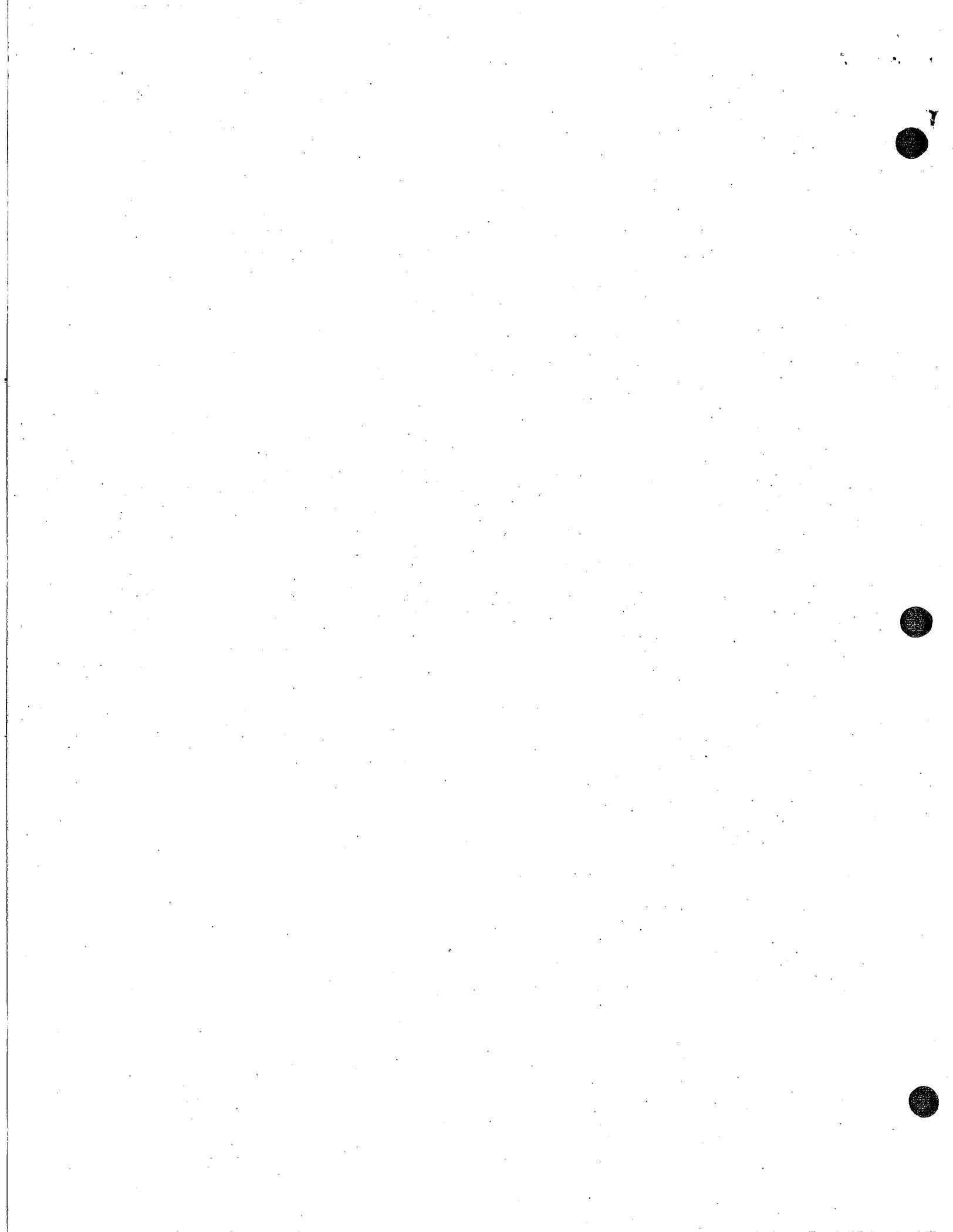
From:  Philip A. Fitch, Ed. D., Executive Secretary

Re: Program Guidelines for Severe Emotionally Disturbed/Other  
Health Impaired (Autistic), Title 5 Regulations Sections 80640  
and 80641.

The Commission does not intend to extend Title 5 regulations Sections 80047.2 and 80047.4 which allow Learning Handicapped Credential holders to serve severe emotionally disturbed (SED) or other health impaired (OHI) students. The regulations allowed holders of specified pre-Ryan Act credentials and Ryan Special Education Specialist Credential in Learning Handicapped to use experience and a favorable evaluation to serve students identified as severe emotionally disturbed or autistic.

As of September 1, 1991, holders of special education credentials, except those with the Specialist Credential in Severely Handicapped, must complete an approved professional preparation program to serve students identified as SED or other health impaired (Autistic). Title 5 regulations, Sections 80640 and 80641, which relate to the specific competencies needed to teach SED and OHI students, are enclosed for your information.

All approved Special Education Specialist in Severely Handicapped preparation programs should ensure that these knowledge and skill requirements are included in the program so candidates are adequately prepared to teach the seriously emotionally disturbed and other health impaired. All Commission-approved programs for the Special Education Specialist in Learning Handicapped who would like to prepare candidates to serve students identified as SED or OHI need to establish knowledge and skill requirements for severe emotionally disturbed and/or other health impaired and submit appropriate program additions/changes to the Commission on Teacher Credentialing for inclusion in program documents on file.

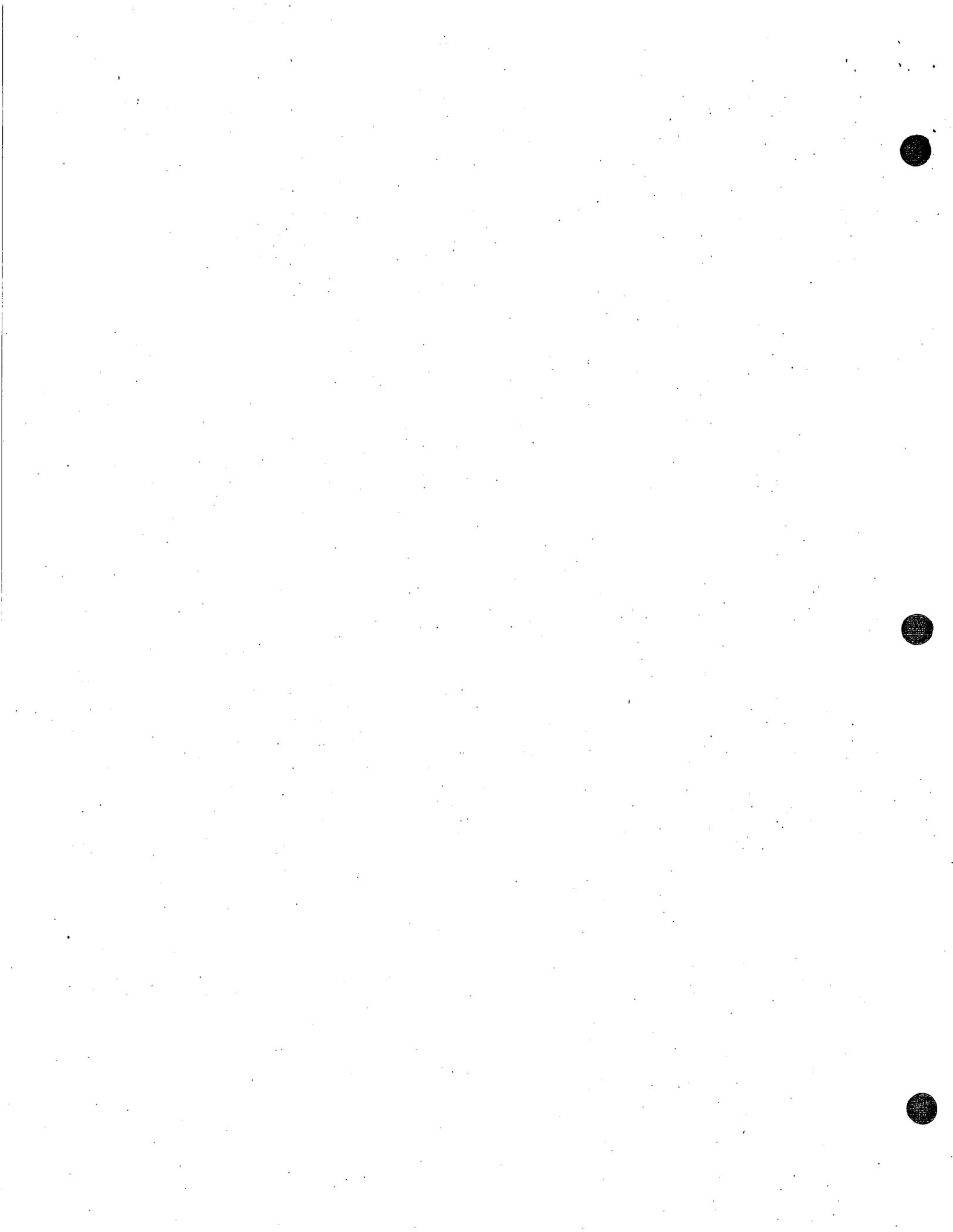


Institutions preparing Learning Handicapped credential candidates for the SED/OHI authorizations should address the following three areas in their response to the Commission by October 1, 1992:

- (1) Courses in the approved program that will include the content specific to SED and OHI (see attached Category B guidelines).
- (2) The evaluation mechanism to be used to determine candidates' knowledge and skill necessary for professional competence that is based on documented procedures or instruments per Standard 12 for Services and Specialists Credentials.
- (3) Letter to be used to verify completion of a Commission-approved program to be maintained by the individual candidate and filed with district and county employers since the credential will not indicate the SED or OHI authorization.

Any person wishing additional information should contact Dr. Marie Schrup at the Commission at (916) 327-2966.

Attachments



PART VIII OF TITLE 5  
CALIFORNIA CODE OF REGULATIONS

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.

**§80047. Authorization for Special Class with Primary Disabilities: Specific Learning Disability or Mentally Retarded (Mild).**

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 "specific learning disability" as defined in subsection 300.5(b)(9) of Title 34 Code of Federal Regulations, Subpart A: or "mentally retarded" as defined in subsection 300.5(b)(4) of Title 34, Code of Federal Regulations, Subpart A.

(a) Special Education Specialist Instruction Credential for the Learning Handicapped

- (b) Standard Teaching Credential with the Minor-Mentally Retarded
- (c) Restricted Special Education Credential-Educable Mentally Retarded
- (d) Limited Specialized Preparation Credential-Mentally Retarded
- (e) Special Secondary Credential-Mentally Retarded
- (f) Exceptional Children Credential-Mentally Retarded

**§80047.1 Authorization for Special Class with Primary Disability: Mentally Retarded (Severely).**

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 "mentally retarded" as defined in subsection 300.5(b)(4) of Title 34 Code of Federal Regulations, Subpart A:

(1) The Special Education Specialist Instructor 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 in a special class 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

(II) Receives 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 do not meet the requirements of (a) above 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.

**§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, 1991 in special classes in which the primary disability was seriously emotionally disturbed, and

(B) Has 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.

**§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, 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).