

COMMISSION ON TEACHER CREDENTIALING

1812 9TH STREET
SACRAMENTO, CA 94244-2700

(916)445-0184



DATE: October 18, 1988 88-8904

TO: All Individuals and Groups Interested in the Activities of
the Commission on Teacher Credentialing

FROM: *Richard Mastain*
Richard K. Mastain, Executive Secretary

SUBJECT: Proposed Title 5 Regulations, Sections 80637.1 and
80637.2 Pertaining Respectively to Preparation Programs
to Teach the Seriously Emotionally Disturbed and Other
Health-Impaired (Autistic)

NOTICE IS HEREBY GIVEN THAT:

The Commission on Teacher Credentialing will hold a public hearing on:

January 5, 1989
3:30 p.m.
Clarion Hotel
16th and H Streets
Sacramento, California

Statement of Reasons

1. The Commission on Teacher Credentialing proposes to add two new sections to the California Code of Regulations which pertain to the specialized and professional preparation of special education teachers who would be authorized to teach public school pupils who have handicapping conditions identified as (1) "seriously emotionally disturbed" and (2) "other health-impaired (autistic)". While these two categories of handicapping conditions have been recognized for approximately a decade by provisions of federal law (P.L. 94-142), the Commission on Teacher Credentialing has not until now proposed the adoption of specific criteria for the preparation by teachers who will work with such pupils. In proposing this action the Commission recognizes the specialized needs of these pupils and that specialized teacher preparation must be provided to meet such needs.

2. Incorporated into proposed Title 5 Section 80637.1 are five main curriculum domains of professional preparation, with subtopics for each, designed to provide specialized professional preparation for teachers of the "seriously emotionally disturbed." The five main curriculum domains are as follows:

- a. Causes, characteristics and definitions of seriously emotionally disturbed pupils.
- b. Assessment and curriculum design in academic and social domains.
- c. Repertoire of varied instructional strategies.
- d. Classroom and advanced behavior management.
- e. Consultation and coordination.

Also included in proposed Section 80637.1 is a field work requirement, consisting of a minimum of 100 clock hours of direct contact with pupils.

3. Incorporated into proposed Title 5 Section 80637.2 are five major curriculum domains of professional preparation, such subtopics for each, designed to provide specialized professional preparation for teachers of the "other health-impaired (autistic)." The five main curriculum domains are as follows:

- a. Causes, characteristics, and definitions of autism.
- b. Assessment and curriculum design in academic and social domains.
- c. Repertoire of varied instructional strategies.
- d. Classroom and advanced behavior management.
- e. Consultation and coordination.

Also included in proposed Section 80637.2 is a field work requirement, consisting of a minimum of 100 clock hours of direct contact with pupils.

Submission of Written Comment

A response form is attached for your use in submitting written comments to the Commission's offices at 1812 9th Street, Sacramento, CA 95814-7000, at least one day prior to the date of the public hearing. Any written comments received 14 days prior to the public hearing will be reproduced by the Commission's staff for each Commissioner as a courtesy to the person submitting the comments and will be included in the written agenda prepared for and presented to the full Commission at the hearing. If you plan to address the Commission at the public hearing, we would appreciate a 14-day advance notice in order to schedule sufficient time on the agenda. You may call Dr. Mastain at (916)445-0184.

Presentation of Written Comments and Oral Testimony at Public Hearing

Interested persons may present oral comments to the Commission at the scheduled public hearing on these proposed regulations. Any person wishing to submit written comments may also do so at that time. In order for all Commissioners and staff to have the immediate opportunity to review written comments submitted at the hearing, it is requested, but not required, that persons submitting such comments provide twenty-five copies. All written statements submitted at the hearing will, however, be given full consideration pursuant to Government Code Section 11346.8(a) regardless of the number of copies submitted. Comments submitted in writing must be received prior to the close of the public hearing on January 5, 1989, pursuant to Government Code Section 11346.5(a)(8), in order for them to be considered.

Contact

Requests for copies of the proposed regulations (pursuant to Government Code Section 11346.7(a)), for the Initial Statement of Reasons, or for other rulemaking file information, and questions concerning this proposed regulatory action or the public hearing should be addressed to Dr. Richard K. Mastain, Executive Secretary, Commission on Teacher Credentialing, 1812 9th Street, Sacramento, California 95814-7000, or telephone (916) 445-0184.

Attachments

PROPOSED ADDITION TO TITLE 5, CALIFORNIA CODE
OF REGULATIONS, OF SECTION 80637.1 AND 80637.2
PERTAINING TO THE AUTHORIZATION TO
TEACH (1) THE SERIOUSLY EMOTIONALLY DISTURBED
AND (2) OTHER HEALTH IMPAIRED (AUTISTIC)

Section 80637.1: 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) Effective 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.

(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.

(b) Field work shall be required of all candidates and shall consist of all of the following:

- (1) Appropriate field practice in the knowledges and skills provided in subdivisions (a)(1) through (5) of this section.
- (2) Be provided in a public school setting, or private school of equivalent status.
- (3) Include a minimum of 100 clock hours of direct contact with pupils.
- (4) Be under the supervision of at least one person who is appropriately certificated for the area of service.

Section 80637.2: 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) Organize 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.

COMMISSION ON TEACHER CREDENTIALING

1512 9TH STREET
SACRAMENTO, CA 94244-2700



OFFICE OF THE EXECUTIVE SECRETARY

Credential Authorizations fo
Special Class with Primary Disability:
Section(s) Seriously Emotionally Disturbed

80637.1, 80637.2

RESPONSE TO ATTACHED TITLE 5 REGULATIONS

So that the Commission on Teacher Credentialing can more clearly estimate the general field response to the attached Title 5 Regulations which are coming up for Public Hearing, please return this response to the Commission Office at the above address by December 22, 1988 in order that the material can be presented at the January 5, 1989 Commission meeting.

- 1. Yes, I agree with the proposed Title 5 Regulations. Please count me in favor of these regulations.
- 2. No, I do not agree with the proposed Title 5 Regulations for the following reasons: (If additional space is needed, use the reverse side of this sheet.)
- 3. Personal opinion of the undersigned only.
- Organizational opinion. (Please specify) _____
- 4. I shall be at the Public Hearing, place my name on the list for making a presentation to the Commission.
- No, I will not make a presentation to the Commission at the Public Hearing.

(Print of Type Name) Date _____

Title _____

Representing: _____
(Circle One: School District, College, University, Professional Organization, Private Citizen, Other