

COMMISSION ON TEACHER CREDENTIALING
1812 Ninth Street
Sacramento, California 95814-7000

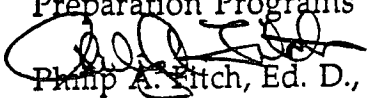


OFFICE OF THE EXECUTIVE SECRETARY

92-9216

July 21, 1992

To: Persons Interested in Regulations Authorizing Other Health Impaired (Autistic) including Directors of Communication Handicapped or Clinical Rehabilitative Services in Language, Speech and Hearing with Special Class Authorization Credential Preparation Programs

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

Re: Sunset of Title 5 Regulations Relating to Other Health Impaired (including Autistic), Section 80047.4

The Title 5 regulations which authorize the holders of Communication Handicapped or Clinical Rehabilitative Services Credentials in Language, Speech and Hearing with Special Class Authorization to serve Other Health Impaired (Autistic) students on the basis of experience and a favorable evaluation are no longer in effect. Employers recruiting special education teachers with other than the Special Education Specialist Credential in Severely Handicapped must now ensure that applicants had a minimum of one full year of experience with students identified as other health impaired (autistic) prior to September 1, 1991 or have completed a Commission-approved program for Other Health Impaired (OHI).

All approved Special Education Specialist in Communication Handicapped or Clinical Rehabilitative Services with Special Class Authorization preparation programs should ensure that the knowledge and skill requirements for OHI are included in the program so candidates are adequately prepared to teach other health impaired. All institutions with Commission-approved programs for the Communication Handicapped Credential or Clinical Rehabilitative Services with Special Class Authorization that would like to prepare candidates to serve students identified as OHI need to establish knowledge and skill requirements for other health impaired and submit appropriate program additions or changes to the Commission on Teacher Credentialing for inclusion in program documents on file. The following three areas should be included in the institutional response to the Commission by November 1, 1992:

- (1) Courses in the approved program that will include the content specific to Other Health Impaired (Autistic), as outlined in the attached Title 5 regulations.
- (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 OHI authorization.

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

Attachments

§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 (1) or (2) below:

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

(2) 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).

As referenced in 80047.4:

§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.

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) Organize 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 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.