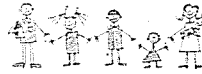


Minnesota State Autism Network
Autism Resource Specialist - Promising Practice Verification Form



Minnesota rule has established eligibility criteria in the area of Autism Spectrum Disorders (ASD). Because of the complexity of this disability and the specialized interventions, a professional with experience and expertise in the area of Autism Spectrum Disorders needs to be included on the team determining the eligibility and educational program (3525.1325). The qualifications listed below were developed by the Minnesota Autism Network and reviewed by the Directors of Special Education and are suggested as a promising practice for defining and documenting the experience and expertise of an Autism Resource Specialist.

Name: _____ Date: _____

Licensure Area: _____

Current Assignment: _____ Verified by: _____

I. Experience:

- A. Minimum of 3 years working directly with students or consulting specifically related to students with ASD.
- B. Hold a current Minnesota teaching license in special education, early childhood special education or a related service area on file in personnel.
- C. Documentation of 100 CEU/clock hours within the past 5 years specific to the development of expertise in the area of ASD. (The professional is responsible for maintaining a file with documentation.)
- D. Ongoing documentation of additional annual training in areas specifically related to ASD. (15 CEU/clock hours per year beyond the initial 100 CEU/clock hours documented in C.)

II. Expertise/Competence

The Autism Resource Specialist should be knowledgeable of and have skills in all of these core areas as they relate to students with Autism Spectrum Disorders.

Areas of Competence	Documentation Examples
A. Characteristics of Autism Spectrum Disorders (ASD) and implications	CEU/clock hour documentation _____
B. Current trends and theories in ASD	CEU/clock hour documentation _____
C. Identification process and Minnesota's ASD criteria for eligibility	Evaluation Summary Report (ESR) _____
D. Comprehensive assessment of strengths and needs	ESR and reviews _____
E. Social Skills assessments and interventions with students having ASD	ESR and reviews _____
F. Communication assessments and interventions with students having ASD	ESR and reviews _____
G. Behavior assessments and interventions with students having ASD	Functional Behavior Assessments or Behavior Intervention Plans _____
H. Awareness of sensory, health, mental health and medication factors and their possible impact on students having ASD	CEU/clock hours, IEP examples _____
I. IFSP/IEP planning and objective measurement methods	IEP example _____
J. Ability to develop and effectively implement instructional strategies which meet educational needs of students with ASD	IEP/IFSP and progress reviews _____
K. Consultation skills and knowledge of professional resources	Consultation feedback/letters _____