



**CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
COLLEGE OF EDUCATION**

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**SPECIAL EDUCATION INTEGRATED MASTERS AND EDUCATION  
SPECIALIST MILD MODERATE LEVEL ONE CREDENTIAL  
PROGRAM**

**Autism Inquiry Project Handbook  
2009-2010**

**August 2009**

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## PROGRAM SEQUENCE

<i>Prerequisites</i>	<i>1<sup>st</sup> Quarter (Fall Courses)</i>	<i>2<sup>nd</sup> Quarter (Winter Courses)</i>	<i>3<sup>rd</sup> Quarter (Spring Courses)</i>
<b>EDUC 310</b> (or equivalent)	<b>EDUC 544</b>	<b>EDUC 545</b>	<b>EDUC 550</b>
<b>EDUC 440</b> (or equivalent)	<b><u>EDUC 586*</u></b>	<b>EDUC 554</b>	<b>EDUC 451</b>
<b>EDUC 445</b> (or equivalent)	<b><u>EDUC 587*</u></b>	<b><u>EDUC 552*</u></b>	<b>EDUC 449*</b>
<b>Undergraduate Degree</b>	<b>EDUC 588</b>	<b><u>EDUC 589*</u></b>	<b><u>EDUC 590*</u></b>

Courses *underlined* and in *italics* represent the Autism Inquiry Project

## PRE-REQUISITES

Prerequisite courses provide the candidate with information about lesson planning and classroom management for general education settings, characteristics of individuals with disabilities and strategies for adapting instruction to meet their needs, and preparation in teaching reading. If students have limited experiences with children/youth with disabilities and with children/youth with autism, they are encouraged to explore possibilities for gaining experience.

## OVERVIEW OF THE AUTISM INQUIRY PROJECT

Students in the integrated Level I Education Specialist Mild/Moderate Disabilities and M.A. Program in Special Education are placed with families for the academic year. This arrangement gives families a chance to work with special education graduate candidates throughout the Academic Year (Sept-June). The special education Master's candidate is like an apprentice. Families help candidates learn about their son or daughter with autism and help them learn about their family characteristics, how their family functions and interacts. The teacher candidates reciprocate by providing the family with support. Initially, this support is more generic in nature. As the Academic Year progresses and candidates receive training, the support will be more autism specific and target intervention goals collaboratively set by candidate and family. Special education Master's candidates are full-time graduate students, attending classes at Cal Poly in the late afternoon/evening and spending time with their families according to a schedule that meets the needs of both families and candidates.

To insure that the family fieldwork experiences are successful for the candidate and for the family, the following guidelines for matching candidates and families are currently utilized:

- Families must have schedules flexible enough to allow weekly to bi weekly visits from Master's candidates.
- Families must be willing and able to share their experience and insights in working with their child with Master's candidates.
- Families must be located within a reasonable proximity to candidates
- Families must be open to having Master's candidates video tape themselves as they interact with children (see below for rationale and safeguards regarding video-taping)

- Priority is given to families with prior successful experience with Cal Poly special education Master's candidates.
- Priority is given to families who have been denied support services from state or local agencies for their child(ren).

Time is typically spent with families in the late afternoon (between 2:30 p.m. and 4:30 p.m. on days candidates have Cal Poly class, later on other days) but may include weekends or other times of day as appropriate. Children who are home-schooled, for example, may have more flexible schedules and be able to accommodate visits across the day.

The Autism Inquiry Project is designed to gradually bring the candidate to an introductory/intermediate level of competence in supporting children/youth with autism and their families. Ultimately, during the winter and spring quarters, candidates will have bi-weekly to weekly opportunities to demonstrate their developing ability to positively interact with children/youth with autism. In doing so, candidates will use empirically proven treatment methodologies aimed at achieving collaboratively set goals in the areas of communication, social skills, behavior, or other as appropriate.

It is expected that the candidates will have had (as prerequisites to admission) early field experiences which are more observation than participation. During fall quarter, candidates are expected to establish rapport with families and get to know the child(ren)/youth with autism. Concurrently, candidates are expected to listen to family members and collaboratively formulate intervention goals. Finally in fall quarter, candidates are expected to collect data on the current status of functioning in the domain(s) (e.g., social, communication, behavior) targeted as critical by the parents. In winter and spring quarters candidates will be expected to continue activities begun in fall quarter. Additionally, candidates will be expected to design, implement and adjust intervention plans as appropriate.

The candidate is to dress appropriately for his or her field experience. The dress code is one that matches the style of other professionals providing clinical support services. Candidates are to maintain the highest level of professional conduct. This includes maintaining child/family confidentiality (see below) and establishing and maintaining open and appropriate interactions with families and Cal Poly faculty across the academic year. Candidates may not be allowed to continue with a field experience if their attire or behavior is not appropriate.

## **Candidate Expectations**

Candidates should maximize communication with the family and course instructors. If a candidate is unsure about a situation, he or she should talk openly with his/her family. If the situation is "complicated," the Special Education Coordination is available as well. It is unwise to rely on the grapevine or your fellow candidates to resolve issues.

Families are looking for professionals who are committed to improving the lives of their children and who are able to "fit in" with their routines. Being punctual and being sensitive and flexible to the changes that occur in a family's week are behaviors that let those who have a responsibility to evaluate the candidate know that the candidate is a both a collaborative partner and committed to the profession. Part of being a professional stems from the ability to be conscientious and sensitive in your dealings with children/youth , parents, and Cal Poly, so do not disclose confidential or personal information about your students to others outside of those who "need to know."

Success in the field often depends on the candidate's attitude and performance more than any other factors. Children and youth will look to the candidate as a model and take cues from you by the way you talk, act, and dress. It is also important to remember these "keys to success":

- There are many ways to teach and provide clinical interventions, so keep an open mind, and you will learn much.
- Try to understand people for who they are and what they are trying to do.
- Try to generate energy and vitality in the people around you with your enthusiasm.
- From the beginning, try to be the "special educator" you've always wanted to be.
- Smile often – it can change the day and open doors for you.
- Make the most of every experience; each one is a chance to learn and ask questions.
- Show concern in everything you do.
- Be someone who can be counted on.

Remember that being negative, grouchy, and angry may generate the same in others around you. When things seem bad, complaining tends to make them sound worse. Without the right attitude, everything is wasted.

## **Candidate Responsibilities**

The candidate will:

1. Ascertain the general dress standards prevailing for clinicians in his/her fieldwork situation and conform to these. It is important that candidates be viewed as professionals, and appropriate dress is certainly one contributing factor.
2. Develop interventions collaboratively so that they mesh appropriately with the family and the university instructor.
3. Prepare and promptly deliver all written plans and reports as stipulated by course instructors and other appropriate persons.
4. Treat information learned about students and parents in the course of his/her assignments as confidential knowledge, except when it is the legal responsibility of the candidate to do otherwise. Respect the confidentiality of pupil information by not disclosing personally identifiable information to anyone not directly involved with the pupil or school. If in doubt, consult with the course instructor or the Special Education Coordination.
5. Spend a minimum of 5 hours/week in fall quarter, 8 hours/week in winter quarter, and 4 hours/week in spring quarter supporting a family in conducting the Autism Inquiry Project.
6. Promptly notify the both the family and the university instructor in case of absence due to illness. If the absences exceed 3 days in a given quarter, contact the Special Education Coordination. Absence from the Inquiry Project fieldwork due to illness will be excused for a maximum of 3 days during the quarter. Absence beyond 3 days will likely require extra field work, the exact amount to be determined by the Special Education Coordination. Excessive absences (over 3 days) may result in another assignment or an unsatisfactory grade.
7. For a non-illness absence, contact the both the family and the Special Education Coordination at least 1 week before the requested absence. Absence from reasons other than illness must be approved by the Special Education Coordination and will likely require make-up time. Note that schedules and predictability are important for individuals with autism. It is especially important, therefore, that you are consistent in your attendance.
8. Professionally receive and act upon constructive feedback offered by the family and the course instructor.
9. Be familiar with and actively involved in the Master's candidate evaluation process.
10. Fulfill required responsibilities listed in this handbook and the Master's candidate evaluation.
11. Make special disability needs known if special accommodations are required.

## FAMILY EXPECTATIONS

We have come to know families of children/youth with autism as the true “experts” about their children. We rely on families, as they are able, to nurture the professional growth of the special education Master’s candidates during this year as they pursue their study of special education. The following strategies are offered to assist families with this process and to help Master’s candidates learn what to expect from the family experience.

### What can families do to promote a “win-win” experience?

According to informal feedback received from families and candidates from previous years, families can help by:

- Sharing information about their son/daughter.
- Sharing that amount of information about their family characteristics, interactions, and functions as they feel comfortable doing.
- Being sensitive to the needs of the candidate.
- Being astute observers and communicators.
- Being aware of nonverbal communication cues from the candidate.
- Being open, honest and patient.
- Being able to provide guidance in a tactful way.
- Being present when candidates are working with children in the home

### Family Role

- Model, share, and explain.
- Provide informal feedback
- Provide opportunities for the candidate to develop competence.
- Set clear expectations re. your household and your child(ren).
- Become a partner in problem-solving.
- Help the candidate change as appropriate.
- **Providing Feedback** as regularly as possible.
  - Choose a location (when possible) that is quiet, private, and free of distractions.
  - Spend enough time listening to the candidate.
  - Start and end with positive comments.
  - Be quick to acknowledge improvements.

## Family Responsibilities

The family, in consultation with university faculty is responsible for providing the candidate with an opportunity to learn about autism in a family context. To accomplish this goal, families will have the following major responsibilities as well as others that may be appropriate in specific situations:

1. Provide the candidate with an initial orientation to your family and your son or daughter with autism.
2. Provide ongoing information on interests, strengths and preferences of your son or daughter.
3. Provide ongoing information on what techniques have been successful, unsuccessful in supporting your son or daughter.
4. Provide opportunities for the candidate to interact with your son or daughter.
5. Develop a week-by week schedule of visits as well as a longer plan with the candidate (e.g. will the family be away from home on particular weekends or weeks).

6. Confer freely and often with the candidate.
7. Be present (at home) when candidates are working with your children
8. Inform the university supervisor if the candidate encounters serious problems as soon as such problems are identified.
9. Alert candidate and university faculty if a change in vendored service provider is being considered, please

### **FALL QUARTER AUTISM INQUIRY PROJECT EXPERIENCES\***

*\*Please note that the guidelines for task completion by candidates are approximate and based upon the amount of time they, as a group, will have available each quarter. In addition to the Autism Inquiry Project, candidates will also have coursework and public school fieldwork responsibilities each quarter. Some candidates, for example, those with some amount of experience or training in autism, may move more quickly through the objectives listed for fall quarter. The program will begin with a 5 hour/week commitment in fall quarter, build to an 8 hour/week commitment in winter quarter, and ease back to a 4 hour/week commitment in spring quarter.*

The autism inquiry project experiences in the fall quarter are conducted through EDUC 586. The focus of the autism project during fall quarter includes: a) rapport building, b) information gathering on strengths, preferences, reinforcers, needs, dislikes c) generic support, and d) development of child-centered intervention goals and e) development of research questions .

**Rapport building** includes candidates getting to know the child(ren) with autism. It also includes candidates getting to know other family members, to the extent families are comfortable in sharing information.

**Information gathering**, while included in rapport building, also includes compiling data on child likes and dislikes, preferences, motivators, routines, needs etc. This will be done both by conversing with family members and by observation in the context of normal routines and by completing various surveys.

**Generic support** can take a variety of forms but should involve activities within the competence of the candidate that address needs that a family has. The type of support can vary from week to week and may begin in areas that do not necessarily directly relate to the child with autism. Examples of this type of support have included tutoring siblings, running errands, chopping wood, providing respite, locating appropriate curricular materials etc. Later, in the quarter, as the candidate and family become more comfortable with one another, and as the candidate gains knowledge regarding autism and empirically proven intervention methodologies, the support will gradually shift to a focus on the child with autism.

**Child and family centered goal setting** involves a series of conversations between the candidate and the family regarding areas in which intervention might be considered. Goal(s) ideally, will increase child functioning and family quality of life. Goal setting will involve observations of and interactions with the child in the context of his/her natural routines. Candidates will collect information in general areas, for example communication, social interactions, and/or behavior. The instructor of EDUC 586 and EDUC 587 will be working closely to provide candidates with foundational knowledge in the areas of autism.

**Research questions** are linked closely to goals. The **research question** is one of the first methodological steps the candidate has to take when beginning an inquiry project. The research question must be accurately and clearly defined.

Choosing a research question is the central element of both quantitative and qualitative research. In some cases it may precede construction of the conceptual framework of study. In all cases, it makes the

theoretical assumptions in the framework more explicit. Most of all, it indicates what the candidate and family wants to know and around which the candidate will build an intervention plan aimed at improving the child's functioning and quality of life in a particular area.

At the end of the fall quarter, the family, candidate, and university instructor are expected to complete a brief evaluation form aimed at providing feedback on both the candidate's performance. At this point in the program, completion of this form is considered a formative evaluation.

During fall quarter candidates should:

1. Spend 5 hours/week supporting a family in beginning the Autism Inquiry Project
2. Become establish rapport with a family and a child with autism.
3. Determine a strategy for regularly communicating with your family.
4. Observe families, making note of the following: family routines, family strategies for supporting their child with autism, ways in which support could be provided.
5. Interact with the child/youth with autism.
6. Gather information on child needs, likes, preferences, motivators.
7. Provide support to your family in multiple ways based on weekly conversations.
8. With the family, collaboratively establish intervention goals.
9. Develop a researchable question based on the collaboratively determined goal(s)

The following is a summary of Autism Inquiry Project fall quarter.

<b><u>Task</u></b>	<b><u>Family's Responsibilities</u></b>	<b><u>Graduate Student's Responsibilities</u></b>
Initiate Autism Inquiry Project.	Provide the master's candidate with an initial orientation to your family and to your child with autism.  Provide the master's candidate with pertinent information about your child with autism on an on-going basis.  Provide the master's candidate the opportunity to work consistently with your son or daughter for the entire fall quarter at times when you are at home (i.e., establish a schedule that will work well for you and the candidate).	Complete the field based projects for EDUC 586 and 587. Suggested order of activities: 1. Before fall quarter begins, contact families and arrange a time to meet and share Autism Inquiry Project with family. 2. Establish schedule that meets needs of families and candidates. 3. On an on-going basis, determine generic family needs candidate is capable of meeting. 4. On an on-going basis, get to know family and child/youth and build rapport. 5. On an on-going basis, communicate-debrief with family. 6. On an on-going basis, gather information on child/youth's strengths, preferences, motivators. 7. Collaboratively with the family, determine goal(s). 8. Formulate researchable question based on goals. 9. Complete timesheet documenting 5 hours/week participation. 10. Have timesheet signed by family.
Submit Forms.	Create opportunities to provide the candidate with feedback on his/her performance.  Communicate with Dr. Ruef as appropriate with any concerns. Verify timesheet (see below). Complete confidential feedback on candidate's professionalism and send to Dr. Ruef at the end of the quarter. (See forms)	

## **WINTER QUARTER AUTISM INQUIRY PROJECT EXPERIENCES**

The Autism Inquiry Project in winter quarter is conducted through EDUC 589 and the activity portion of EDUC 552. Knowledge (i.e. how to conduct a functional assessment of behavior) acquired in yet another course in winter quarter, EDUC 554 Positive Behavioral Support will carry over and have application during the Autism Inquiry Project.

During the winter quarter (January until mid-Mid March), the master's candidate participates according to a schedule determined collaboratively with the family for a minimum of 8 hours/week. We will observe school holidays, not university holidays during the course of our work with families and in schools (We will observe school holidays, not university holidays).

The major objectives of the Autism Inquiry Project in winter quarter are:

- Demonstrate a beginning ability to recognize characteristics and needs of children with autism.
- Demonstrate an ability to make instructional and other modifications and accommodations for children/youth with autism.
- Demonstrate a beginning ability to assess, plan, deliver, and evaluate the effectiveness of an empirically proven, ABA intervention that supports the academic, social and/or behavioral development of a child/youth with autism.
- Demonstrate the ability to accept constructive feedback and incorporate it in developing clinical skills.
- Demonstrate ability to collaborate effectively with families
- Demonstrate ability, where appropriate, to collaborate effectively with other professionals

Having established rapport, spent time with a family and child(ren), collected necessary information, candidates will begin the intervention phase of the Autism Inquiry Project in winter quarter (January until mid March).

The following are the primary Autism Inquiry Project work tasks during winter quarter listed in the approximate order in which they should occur, noting that some tasks are ongoing:

<b><u>Task</u></b>	<b><u>Family's Responsibilities</u></b>	<b><u>Graduate Students's Responsibilities</u></b>
Support a family and a child/youth with autism.	Verify the hours attended (see time sheet). Be at home when candidate is working with your child.	Participate an average of 8 hours a week for 10 weeks of the quarter. Submit time sheet to the Special Education Coordinator at the end of winter quarter (EDUC 589).
Collect baseline data on behavior targeted for intervention.		Take and graph data according to an appropriate recording system.  Become comfortable working with child/youth in context of family home
Interpret data collected		Look for trends in data. Identify setting events, antecedents, behaviors, consequents.

**TASK****Family's Responsibilities****Graduate Students's Responsibilities**

Interpret data collected

Use information gained in observing and assessing preferences and interests in intervention.

Identify independent and dependent variables; plan an intervention in the home environment using child preferred reinforcers.

Increase fidelity in terms of identifying reinforcers and delivering them contingently.

Identify, gain control of, & deliver reinforcer(s) contingently.

Collect intervention data.

Take and graph data according to an appropriate recording system.

Become comfortable working with child/youth in context of family home.

Graph and interpret collected data.

Look for trends in data. Identify setting events, antecedents, behaviors, consequents. Modify intervention plan when appropriate.

Time sheet.

Submit timesheet to university instructor during week 10.

Reflect on student teaching experiences.

Find some time/some way each week to communicate with the candidate candidate about their experiences.

Keep a weekly log of experiences. Use the log to record critical incidents, questions or concerns. Share challenges you are experiencing and reflections on your attempts to resolve these challenges with family/university instructor. Keep any written feedback you receive from your university instructor in your log and review your log as appropriate with family and/or university instructor.

Communicate with university instructor as appropriate re. satisfaction.

Reflect on Fieldwork

Complete confidential feedback on candidate's professionalism and send to Dr. Ruef at the end of the quarter. (See forms in back of handbook)

Complete the Time Sheet & have it verified& signed by family.

Verify and sign Time Sheet (see forms in back of handbook)

## **SPRING QUARTER AUTISM INQUIRY PROJECT EXPERIENCES**

The Autism Inquiry Project in spring quarter is conducted through EDUC 590. During the winter quarter (mid-March until June), the master's candidate participates according to a schedule determined collaboratively with the family for a minimum of 4 hours/week. We will observe school holidays, not university holidays during the course of our work with families and in schools.

The major objectives of the Autism Inquiry Project in spring quarter are:

- Demonstrate an improving ability to recognize characteristics and needs of children with autism.
- Demonstrate an improving ability to make instructional and other modifications and accommodations for children/youth with autism.
- Demonstrate an improving ability to assess, plan, deliver, and evaluate the effectiveness of an empirically proven, ABA intervention that supports the academic, social and/or behavioral development of a child/youth with autism.
- Demonstrate an ability to adjust intervention plans based on data analysis and any changing family needs.
- Demonstrate the ability to accept constructive feedback and incorporate it in developing clinical skills.
- Demonstrate ability to collaborate effectively with families
- Demonstrate ability to collaborate effectively with other professionals including occupational and speech therapists.
- Demonstrate the ability to present results of the Autism Inquiry Project to families and professionals in a professional way using Powerpoint and or other technologies.

Having established rapport, spent time with a family and child(ren), collected necessary information, and begun an intervention, during spring quarter (mid March until June) candidates will concentrate on adjusting their intervention plans, where appropriate, working to support the generalization of skills learned and preparing a presentation of their research results.

The following are the primary Autism Inquiry Project work tasks during spring quarter listed in the approximate order in which they should occur, noting that some tasks are ongoing:

### **Task**

Support a family and a child/youth with autism.

### **Family's Responsibilities**

Verify the hours attended (see time sheet)  
Be at home when candidate is working with your child.

### **Graduate Student's Responsibilities**

Participate a minimum of 4 hours a week for 10 weeks of the quarter. Submit time sheet to the Special Education Coordinator at the end of winter quarter (EDUC 590).

Collect intervention data on behavior targeted for intervention.

Provide candidate with regularly scheduled access to son or daughter with autism.  
Allow candidate the opportunity, if possible, to video tape him/herself

Take and graph data according to an appropriate recording system.

Maintain/improve relationship with child/youth in context of family home

Interpret data collected

Look for trends in data. Continue to identify setting events, antecedents, behaviors, consequents.

**Task****Family's Responsibilities****Graduate Students' Responsibilities**

Continue to carry out an intervention in home environment using child preferred reinforcers.

Continue to identify, gain control of, & deliver reinforcer(s) contingently.

Develop maintenance plan. Implement maintenance plan if possible.

Collaborate with other professionals.

Collect intervention and maintenance data.

Graph and interpret collected data.

Reflect on student teaching experiences.

Reflect on fieldwork

Find some time/some way each week to communicate with the candidate about their experiences.

Communicate with university instructor as appropriate re. satisfaction.

Verify and sign timesheet  
Complete confidential feedback on candidate's professionalism and send to Dr. Ruef at the end of the quarter. (See forms in back of handbook)

Continue to use information gained in observing and assessing preferences and interests in intervention.

Increase fidelity in terms of identifying reinforcers and delivering them contingently.

Develop plan to promote maintenance of acquired skill/behavior.

Employ knowledge gained in collaborating with occupational, physical, and/or speech therapists (gained either in the context of the family or without) to enhance intervention plan.

Take and graph data according to an appropriate recording system.

Maintain ability to be comfortable working with child/youth in context of family home.

Look for trends in data. Identify setting events, antecedents, behaviors, consequents. Modify intervention/maintenance plan when appropriate.

Keep a weekly log of experiences. Use the log to record critical incidents, questions or concerns. Share challenges you are experiencing and reflections on your attempts to resolve these challenges with family/university instructor. Keep any written feedback you receive from your university instructor in your log and review your log as appropriate with family and/or university instructor.

Submit timesheet during Week 10 to course instructor

Candidate Self Assessment and  
Program Feedback Form

Submit to special education coordinator/course  
instructor

**TASK**

**Family's Responsibilities**

**Graduate Students' Responsibilities**

Present Autism Inquiry Project

Attendance welcome but  
voluntary.

Use Powerpoint to present Autism Inquiry Project  
results to colleagues, faculty, families.  
Make CD of Powerpoint presentation for families.

**FORMS**

Time sheet (copy and use for each quarter).....	p. 17
Candidate Self Assessment and Program Evaluation (spring quarter).....	p. 18
Fall Autism Inquiry Project Candidate and Program Evaluation Form .....	pp. 19-20
Winter Autism Inquiry Project Candidate and Program Evaluation Form .....	pp. 21-22
Spring Autism Inquiry Project Candidate and Program Evaluation Form .....	pp. 23-24
Masters Candidate Special Education Program Evaluation.....	p. 25
Course Descriptions.....	p. 26
Consent Forms.....	pp. 27-31

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**Time Sheet**

Name: \_\_\_\_\_ Telephone Number: \_\_\_\_\_

Date: \_\_\_\_\_ Quarter: \_\_\_\_\_

Family (use acronym) \_\_\_\_\_

Typical Schedule: in @ \_\_\_\_\_ o'clock out @ \_\_\_\_\_ o'clock

Indicate the number of hours spent in supporting family

<b>Week #</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>TOTAL</b>
<b>1</b>						
<b>2</b>						
<b>3</b>						
<b>4</b>						
<b>5</b>						
<b>6</b>						
<b>7</b>						
<b>8</b>						
<b>9</b>						
<b>10</b>						

**Total Hours for Quarter:** \_\_\_\_\_

**Your signature below indicates that the above figures are accurate**

Family Signature: \_\_\_\_\_

Special Education Candidate: \_\_\_\_\_

*Cal Poly*  
*School of Education*  
*Autism Inquiry Project*  
**Candidate Self-Assessment and Program Feedback**

Candidates, please answer the following questions and give to the Special Education Coordinator at the end of Spring Quarter, 2010.

Date: \_\_\_\_\_ Quarter: \_\_\_\_\_ Year: \_\_\_\_\_

School: \_\_\_\_\_

Setting: Family Home \_\_\_\_ Other (please specify) \_\_\_\_\_

Candidate's Name: \_\_\_\_\_

Family Pseudonym (i.e. first two letters of last name): \_\_\_\_\_

Please circle the number that best represents skills in each area.

Category Rating Scale (1 = poor, 5 = very high)

How well did you:

- |   |              |
|---|--------------|
| 1. Use effective communication skills?                    | 1 2 3 4 5 NA |
| 2. Interact in a positive and professional manner?        | 1 2 3 4 5 NA |
| 3. Use effective strategies to interact with your family? | 1 2 3 4 5 NA |
| 4. Use effective strategies to interact with your child?  | 1 2 3 4 5 NA |

Did you find the university faculty member easy to communicate with and helpful?

Based on your experiences with special education teacher candidates, please share your impressions of program strengths and areas of needed improvement.

**Fall Quarter****Autism Inquiry Project Candidate and Program Evaluation Form**

Directions: Dear families, in early December, please complete and mail to:

Dr. Mike Ruef  
 Cal Poly  
 School of Education  
 College of Science and Mathematics  
 Building 02, Room 106  
 San Luis Obispo, CA 93407-0713

Date \_\_\_\_\_

Teacher Candidate \_\_\_\_\_

Family Member \_\_\_\_\_

**Ratings**

1 = Practice not yet demonstrated (the candidate does not address the element in his/her practice)

2 = Developing Beginning Practice (the candidate occasionally addresses the element in his/her practice)

3 = Maturing Beginning Practice (the candidate consistently addresses the element in his/her practice)

<b>Developing as a Professional Educator</b>	<b>Rating</b>
1 Understand how personal, family and community conditions affect learning	
2 Communicate effectively with parents/guardians	
<b>Professional Dispositions</b>	
<b>Personal Characteristics</b>	<b>Rating</b>
3 Level of organization allows candidate to operate efficiently and effectively	
4 Can be counted on to be prepared for all professional responsibilities	
5 Self-reliant, i.e., looks to him/herself first to solve problems, drawing on his/her own abilities and knowledge for solutions	
6 Displays a professional appearance	
7 Demonstrates persistence	
8 Demonstrates punctuality	
9 Demonstrates self-efficacy by focusing on what can be accomplished	
<b>Interpersonal Characteristics</b>	<b>Rating</b>
10 Takes time and energy to show compassion and empathy for students and colleagues	
11 Considers new attitudes, beliefs, ideas and opinions	
12 Demonstrates respect for the beliefs, views, and needs of self and others	
13 Demonstrates patience & flexibility with self and others during the learning process	
14 Demonstrates enthusiasm about collaborating and working with others	

	<b>Rating</b>
<b>Commitment to Professional Growth</b>	
15 Listens carefully to feedback and uses it for growth	
16 Demonstrates respect for authority by following rules and requirements and never assuming that he or she knows more than others	
17 Demonstrates self-reflection by thinking about his/her psychological, emotional, and professional characteristics, how they affect others, and how he or she can improve	
18 Demonstrates resourcefulness by developing a wide range of personal and professional resources and sharing them with others	
19 Demonstrates enthusiasm for supporting children/youth and families	

	<b>Rating</b>
<b>Commitment to Ethical Practice</b>	
20 Through actions demonstrates trustworthiness	
21 Maintains confidentiality as appropriate	
22 Demonstrates the ability to manage situations of conflict and own stress appropriately.	
23 Demonstrates respect for others in all interactions with children and families.	
<b>Family Comments</b>	

Family Signature \_\_\_\_\_ Date \_\_\_\_\_

Family Name (please print) \_\_\_\_\_

**Winter Quarter**  
**Autism Inquiry Project Candidate and Program Evaluation Form**

Directions: Dear families, in early March, please complete and mail to:

Dr. Mike Ruef  
 Cal Poly  
 School of Education  
 College of Science and Mathematics  
 Building 02, Room 106  
 San Luis Obispo, CA 93407-0713

Date \_\_\_\_\_

Teacher Candidate \_\_\_\_\_

Family Member \_\_\_\_\_

**Ratings**

1 = Practice not yet demonstrated (the candidate does not address the element in his/her practice)

2 = Developing Beginning Practice (the candidate occasionally addresses the element in his/her practice)

3 = Maturing Beginning Practice (the candidate consistently addresses the element in his/her practice)

<b>Developing as a Professional Educator</b>	<b>Rating</b>
1 Understand how personal, family and community conditions affect learning	
2 Communicate effectively with parents/guardians	
<b>Professional Dispositions</b>	
<b>Personal Characteristics</b>	<b>Rating</b>
3 Level of organization allows candidate to operate efficiently and effectively	
4 Can be counted on to be prepared for all professional responsibilities	
5 Self-reliant, i.e., looks to him/herself first to solve problems, drawing on his/her own abilities and knowledge for solutions	
6 Displays a professional appearance	
7 Demonstrates persistence	
8 Demonstrates punctuality	
9 Demonstrates self-efficacy by focusing on what can be accomplished	
<b>Interpersonal Characteristics</b>	<b>Rating</b>
10 Takes time and energy to show compassion and empathy for students and colleagues	
11 Considers new attitudes, beliefs, ideas and opinions	
12 Demonstrates respect for the beliefs, views, and needs of self and others	
13 Demonstrates patience & flexibility with self and others during the learning process	
14 Demonstrates enthusiasm about collaborating and working with others	

	<b>Rating</b>
<b>Commitment to Professional Growth</b>	
15 Listens carefully to feedback and uses it for growth	
16 Demonstrates respect for authority by following rules and requirements and never assuming that he or she knows more than others	
17 Demonstrates self-reflection by thinking about his/her psychological, emotional, and professional characteristics, how they affect others, and how he or she can improve	
18 Demonstrates resourcefulness by developing a wide range of personal and professional resources and sharing them with others	
19 Demonstrates enthusiasm for supporting children/youth and families	

	<b>Rating</b>
<b>Commitment to Ethical Practice</b>	
20 Through actions demonstrates trustworthiness	
21 Maintains confidentiality as appropriate	
22 Demonstrates the ability to manage situations of conflict and own stress appropriately.	
23 Demonstrates respect for others in all interactions with children and families.	
<b>Family Comments</b>	

Family Signature \_\_\_\_\_ Date \_\_\_\_\_

Family Name (please print) \_\_\_\_\_

**Spring Quarter**  
**Autism Inquiry Project Candidate and Program Evaluation Form**

Directions: Dear families, in late May, please complete and mail to:

Dr. Mike Ruef  
 Cal Poly  
 School of Education  
 College of Science and Mathematics  
 Building 02, Room 106  
 San Luis Obispo, CA 93407-0713

Date \_\_\_\_\_

Teacher Candidate \_\_\_\_\_

Family Member \_\_\_\_\_

**Ratings**

1 = Practice not yet demonstrated (the candidate does not address the element in his/her practice)

2 = Developing Beginning Practice (the candidate occasionally addresses the element in his/her practice)

3 = Maturing Beginning Practice (the candidate consistently addresses the element in his/her practice)

<b>Developing as a Professional Educator</b>	<b>Rating</b>
1 Understand how personal, family and community conditions affect learning	
2 Communicate effectively with parents/guardians	
<b>Professional Dispositions</b>	
<b>Personal Characteristics</b>	<b>Rating</b>
3 Level of organization allows candidate to operate efficiently and effectively	
4 Can be counted on to be prepared for all professional responsibilities	
5 Self-reliant, i.e., looks to him/herself first to solve problems, drawing on his/her own abilities and knowledge for solutions	
6 Displays a professional appearance	
7 Demonstrates persistence	
8 Demonstrates punctuality	
9 Demonstrates self-efficacy by focusing on what can be accomplished	
<b>Interpersonal Characteristics</b>	<b>Rating</b>
10 Takes time and energy to show compassion and empathy for students and colleagues	
11 Considers new attitudes, beliefs, ideas and opinions	
12 Demonstrates respect for the beliefs, views, and needs of self and others	
13 Demonstrates patience & flexibility with self and others during the learning process	
14 Demonstrates enthusiasm about collaborating and working with others	

	<b>Rating</b>
<b>Commitment to Professional Growth</b>	
15 Listens carefully to feedback and uses it for growth	
16 Demonstrates respect for authority by following rules and requirements and never assuming that he or she knows more than others	
17 Demonstrates self-reflection by thinking about his/her psychological, emotional, and professional characteristics, how they affect others, and how he or she can improve	
18 Demonstrates resourcefulness by developing a wide range of personal and professional resources and sharing them with others	
19 Demonstrates enthusiasm for supporting children/youth and families	

	<b>Rating</b>
<b>Commitment to Ethical Practice</b>	
20 Through actions demonstrates trustworthiness	
21 Maintains confidentiality as appropriate	
22 Demonstrates the ability to manage situations of conflict and own stress appropriately.	
23 Demonstrates respect for others in all interactions with children and families.	
<b>Family Comments</b>	

Family Signature \_\_\_\_\_ Date \_\_\_\_\_

Family Name (please print) \_\_\_\_\_

*Cal Poly*  
*School of Education*

**Masters Candidate Special Education Program Evaluation**

In order to create and maintain strong, effective and respected special education programs, each candidate is requested to complete an evaluation of the program. Your evaluation of the program will provide the continuous feedback necessary to make needed adjustments in the special education programs. Please write what you feel are the strengths and weaknesses of the program and submit to the Special Education Coordinator. Thank you.

## Course Descriptions

### **EDUC 552 Support and Transition Strategies in Special Education 5 units**

Basic guidance techniques for teachers working with exceptional individuals and their families. Career selection, preparation, and counseling. Transition from school to work, and community resource utilization. 3 seminars, 2 activities. Prerequisite: Admission to the Education Specialist Level I program.

### **EDUC 554 (Formerly 450) Behavior Disorders & Positive Behavior Support Strategies**

**5 units**

Assessment of students whose behavior impedes either their own learning or the learning of other students. Strategies for facilitating proactive educational, environmental and social-emotional techniques for supporting students with challenging behavior. 3 seminars, 2 activities. Prerequisite: Acceptance into Level I Special Education Credential Program and MA in Education, EDUC 440, EDUC 544, EDUC 552.

### **EDUC 586 Introduction to Inquiry in Education**

**4 units**

Introduction to professional literature search techniques and to professional organizations as a basis for educational inquiry. Explanation of social construction of knowledge, and the philosophical basis of quantifiable and qualitative research. 3 seminars, 1 activity. Prerequisite: Admission to the COE master's program.

**Note: The field experience in this course supports the student's inquiry project and is not usually conducted as part of the school-based fieldwork**

### **EDUC 587 Educational Foundations and Current Issues**

**4 units**

Historical, organizational, legal and philosophical characteristics of American education. Emphasis on the analysis of contemporary issues focusing on these characteristics. 4 seminars. Prerequisite: Graduate standing.

### **EDUC 589 Educational Research Methods**

**4 units**

Introduction to research methodologies, application of inferential and descriptive statistics, critical analysis of research designs and data collection techniques. 3 seminars, 1 activity. Prerequisite: EDUC 586.

### **EDUC 590 Research Applications in Education**

**4 units**

Application of social science research techniques to problems in education and human services. Capstone experience for the master's inquiry course sequence in the College of Education. Completion of an inquiry project required. 2 seminars, 2 activities. Prerequisite: EDUC 589.

# CAL POLY

SCHOOL OF EDUCATION

## FAMILY CONSENT FORM

Dear Families,

Thank you for your interest and willingness to help us train graduate students in special education. The student(s) who have been with you are working to complete the requirements of our integrated special education credential/Masters program. As a part of the Master's Degree program, each student must complete an inquiry project related to autism. In the paragraphs that follow I will describe this project and how your child, should you agree, would be involved.

### **Context for the Inquiry Project**

As many children with autism need support in the area of social skills, communication, and/or behavior and as many pre-service and in-service teachers lack competence in supporting families and supporting children with autism in positive, child and family friendly, empirically proven intervention methodologies, we are seeking you help in providing our graduate student/teacher candidates with training. The goals and procedures for this project are set out on a quarter-by-quarter basis (above) in the Autism Inquiry Project Handbook.

### **Videotape Feedback**

In order to provide debrief with our graduate students on their progress (e.g. how well they a) identify natural reinforcers, b) gain control of natural reinforcers, c) contingently deliver natural reinforcers, d) reinforce child attempts) we (their instructors) need to see them in action on a weekly basis. Capturing the "action" on videotape will also allow our graduate students the time they will need to accurately determine if their efforts are producing positive results. It is in this regard that we need a second form of permission from you for our two graduate students to videotape themselves as they work with your children.

### **Confidentiality**

The mini DVD video tapes and video camera will be provided by Cal Poly. The tapes will be viewed by the graduate student(s) matched with your family, along with their instructor for the project. It would be helpful (although not absolutely necessary) if the other graduate students also working with other families could view each other as they provide support to children with autism.

As the tapes are filled up, they will be stored in a locked filedrawer in my office. In May, our graduate students will edit the footage into a short (before and after) sequence that you may have. In June, 2010, I will then destroy the tapes of raw footage unless you have given me permission to use them for a special purpose (see consent form).

I want you to be aware of the fact that your name or the name of any member of your family will not be used in a written or oral report for the assignment. Also, if you agree to participate, you are free to withdraw from any questions, meetings, or the overall project at any time. We obviously want to make sure that the project is comfortable and helpful for you.

If you would like any additional information concerning this assignment of the course, please feel free to contact me by phone (756-6082-office; 748-3028-mobile), mail (Cal Poly, College of Education, Building 2, Room 106, San Luis Obispo, CA 93407) or email (mruef@calpoly.edu). I will be only too happy to respond.

I greatly appreciate your consideration of this request. I also welcome any of your feedback on how to improve this experience for students.

Thank you very much for considering this request,

Cordially,

Mike Ruef  
Associate Professor, College of Education

**Informed Consent for The Autism Inquiry Project**

(Please return this portion)

I, (print name) \_\_\_\_\_, agree to have a candidate from Cal Poly's, College of Education enrolled in the integrated Masters in Education/Special Education Credential Program talk with me about my family and complete a project that is responsive to the priorities of my family.

I understand that no name of my family members will be used in written reports. I also understand that it is agreeable for me to withdraw my participation at any time.

\_\_\_\_\_  
Signature of Family Member

\_\_\_\_\_  
Date Signed

**Videotape Informed Consent Form**  
**(Please return this portion)**

You are being asked to participate in graduate student research conducted by Cal Poly's School of Education-Special Education Coordination. As part of this project, we would like our candidates to make an audio and/or video recording as they work with your children in order to provide them with on-going constructive feedback.

Please indicate the uses of these tapes to which you are willing to consent. This is completely voluntary and up to you. In any use of the tapes, your name will not be used but your image will be.

Tape safeguards:

1. The videotapes can be studied by the Cal Poly instructors for use in providing constructive feedback to the graduate student(s) who are working with your family.

\_\_\_\_\_

Initials

2. The videotapes can be shown by the Cal Poly instructor to the 20 other graduate students in the special education program for instructional purposes.

\_\_\_\_\_

Initials

\_\_\_\_\_  
 Print Name

\_\_\_\_\_  
 Signature

\_\_\_\_\_  
 Date Signed

