

Standards for the Preparation of Teachers of Students with Autism Spectrum Disorder (SV)



Derived from Michigan Administrative Rules for Special Education (MARSE) With
Related IDEA Federal Regulations

MARSE promulgated May 27, 2020

IDEA Federal Regulations last modified July 2018

MARSE R 340.1781 Teachers of students with disabilities; endorsement requirements. Rule 81.

1. A teacher seeking an endorsement or full approval by the department shall meet all of the following requirements, in conjunction with those of R 340.1782, R 340.1786 to R 340.1788, R 340.1790, R 340.1795 to R 340.1797, and R 340.1799 to R 340.1799c, before being employed by an intermediate school district, local school district, public school academy, or other agency operating special education programs and services:
 - a. The requisite knowledge, understanding, skills, and dispositions for effective practice related to all of the following:
 - i. Utilizing research-based models, theories, and philosophies for teaching students with an array of disabilities within different placements.
 - ii. Assessing students with disabilities for identification and teaching.
 - iii. Implementing accommodations and modifications for classroom, district, and statewide assessments.
 - iv. Using assistive technology devices to increase, maintain, or improve the capabilities of students with impairments.
 - v. Communicating, consulting, and collaborating with parents/guardians, paraprofessionals, general educators, administrators, and human services personnel.
 - vi. Developing, implementing, and evaluating individualized education programs.
 - vii. Planning, organizing, scheduling, and conducting individualized education program team meetings, including parental and student participation.
 - viii. Preparing students with disabilities for transitions consisting of preschool to elementary through post-secondary environments and employment.
 - ix. Maintaining, releasing, and transferring student records according to district, state, and federal rules and policies.
 - x. Articulating the historical and legal bases regarding special education, such as the concept of free appropriate public education, general least restrictive environment requirements, and family education and privacy rights.

- b. Understanding issues of race, class, culture, religion, gender, orientation, and language related to subdivision (a) of this subrule.

MARSE R 340.1782 Endorsed teachers of students with disabilities; additional requirements. Rule 82.

An endorsed teacher of students with disabilities, in addition to meeting the specific requirements in R 340.1786 to R 340.1788, R 340.1795 to R 340.1797, and R 340.1799 to R 340.1799c, shall comply with all of the following requirements:

- a. Possess a valid Michigan teacher's certificate.
- b. Possess a baccalaureate degree with a major in a specific special education area or have earned credit in course work equivalent to that required for a major.
- c. Possess an endorsement in special education that is valid in grades kindergarten through 12. Elementary or secondary endorsements in special education, earned after September 1, 1990, shall be valid in grades kindergarten through 12.
- d. Have completed not less than 8 weeks of directed student teaching in the specific area of impairment. Not less than a 180-hour practicum in the specific area of impairment is required for each additional endorsement.
- e. Be recommended for a certificate or endorsement, or both, in a specific special education area by an institution of higher education or the department signifying verification of completion of a teacher education program for the specific special education area, as approved by the state board of education.
- f. On the effective date of these rules, persons approved as special education teachers under this rule, teacher consultants under R 340.1790, and teachers of preprimary-aged students under R 340.1795 shall maintain and continue to have their full approval status.

MARSE R 340.1799 Teachers of students with autism spectrum disorder; special requirements. Rule 99.

- 1. The teacher education program for teachers of students with autism spectrum disorder shall include a minimum of 30 semester or equivalent hours pursuant to R 340.1781, R 340.1782, and all of the following:
 - a. The identification, diagnosis criteria and classification, etiology, diagnosis, range, and characteristics of autism spectrum disorder, for example, learning characteristics, sensory integration patterns, and medications commonly used with autism spectrum disorders including effects.
 - b. The role of language and communication including traits, characteristics, and interventions related to autism spectrum disorder,

for example, pragmatic functions of communications and language such as the relationships of communication, language, behavior, and social skills; expressive and receptive language development and patterns; effects of medication on language; developing communication systems such as alternative and augmentative communication systems and assistive technology across environments.

- c.** Using behavioral supports and intervention: behavior as communication; sensory needs and impact on behavior: behavior assessments, intervention, and evaluation; designing environments for preventing sensory overload; and, developmentally appropriate behavior such as coping and self-regulating behavior.
 - d.** Assessing, teaching, and modifying instruction and curricula for students with autism spectrum disorder related to all of the following:
 - i.** Aligning and adapting the student's program with the general education curriculum.
 - ii.** Using a range of curriculum guides to assist with identifying functional goals.
 - iii.** Employing current assessment instruments and approaches, intervention methodologies, strategies, and techniques that are appropriate for students with autism spectrum disorder, and consistently linking assessment outcomes to curriculum planning.
 - iv.** Understanding and using various data keeping systems to record progress and evaluate intervention.
 - e.** Collaborating with parents and service providers, including paraprofessionals, in educational, public, and private agencies to support students with autism spectrum disorder; and, the impact of the legal system, socioeconomic factors, mental health disorders, resources for independent living, recreation, and vocational education on the lives and behavior of students with autism spectrum disorder and their families.
 - f.** Issues related to autism spectrum disorder theory, research, and policy, including definition and identification; legislation and regulations; prereferral, referral and placement; instruction and assessment of educational progress for students with autism spectrum disorder, and collaboration with general education teachers, families, and allied service providers.
- 2.** The 30 semester or equivalent hours shall be distributed to prioritize preparation, including pre-student teaching practice, in assessing, teaching, and modifying instruction for students with autism spectrum disorder.