

Appendix A Self-Evaluation of Competencies for Consultants and People Teaching Students with Autism Spectrum Disorders

By completing this checklist, you can assess your areas of strengths and determine areas where you may need to gain more knowledge and experience. A resource list of readings is provided for each of the areas. References refer to specific readings for that competency. The list of readings is not comprehensive. Consultants should seek out additional resources as needed.

Please rate each skill from 1 (“not very much/well”) to 4 (“very much/well”) based on where you believe your skills are at the present time.

1	2	3	4
Not very much/well			Very much/well

Area 1: Developmental Disabilities and ASD

<i>Knowledge about general child development</i>	1	2	3	4
Motor skills: fine motor, gross motor, perceptual motor (National Research Council, 2001a)	1	2	3	4
Communication: receptive, expressive, social (National Research Council, 2001b)	1	2	3	4
Social skills and play (National Research Council, 2001c)	1	2	3	4
Cognitive development (National Research Council, 2001d)	1	2	3	4
Adaptive behavior (self-care, community skills, functional skills) (National Research Council, 2001e)	1	2	3	4
Affective/emotional/behavior development (National Research Council, 2001f)	1	2	3	4
<i>Knowledge about causes, definitions, and functional implication of developmental disabilities</i>	1	2	3	4
Can describe various causes of developmental disabilities (Lord & Spence, 2006)	1	2	3	4
Can name several developmental disabilities (Lord & Spence, 2006)	1	2	3	4
Can distinguish between terms: disease, impairment, disability, handicap, birth defect, developmental disability (Heward, 2009)	1	2	3	4
Can discuss the functional definition for developmental disability (National Institutes of Health (2011))	1	2	3	4
<i>Knowledge about the characteristics of ASD and criteria used to diagnose ASD (Quill, 2000a, 2000b)</i>	1	2	3	4
Characteristics of ASD and how these affect the individual (Lord & Spence, 2006)	1	2	3	4
Strategies for intervention with core deficits of ASD individually identified (Pretzel & Cox, 2008)	1	2	3	4
<i>Knowledge of current theories about the causes of ASD (Hale & Tager-Flusberg, 2005; Bebko & Ricciuti, 2000; López, Leekam, & Arts, 2008; Grandin, 2006a)</i>	1	2	3	4

	1	2	3	4
	Not very much/well		Very much/well	
<i>Knowledge of historical controversies about the causes of ASD</i> (Eggertson, 2010; Fombonne, 2003)	1	2	3	4
<i>Knowledge of the work of significant contributors to the field of ASD</i>	1	2	3	4
Early pioneers (Wing, 1997; Grandin, 2006b)	1	2	3	4
People with ASD (Grandin, 2006b)	1	2	3	4
Field of communication (National Professional Development Center on Autism Spectrum Disorders, 2008a)	1	2	3	4
Field of medical interventions (IAN Community, 2011)	1	2	3	4
Field of educational intervention (National Professional Development Center on Autism Spectrum Disorders, 2008b; Autism Spectrum Disorder Foundation, 2007)	1	2	3	4
Field of psychological intervention (Grandin, 2006b; Howlin, 2003)	1	2	3	4
<i>Knowledge of factors contributing to quality of life for individuals with ASD</i> (Ruble & Dalrymple, 1996)	1	2	3	4

Area II: Inclusion, Public Policy, and the Service System

Knowledge of major legislation regarding education and rights of students with disabilities (Heward, 2009)	1	2	3	4
Knowledge of structure and function of state and local agencies and groups that serve or advocate for individuals with disabilities (Heward, 2009)	1	2	3	4
Knowledge of current concepts that are important in education and rights of individuals with disabilities (inclusion, supported services) (Heward, 2009; Nickels, 1996)	1	2	3	4

Area III: Assessment and IEP Development for Students with ASD

Knowledge of the value of collaboration across disciplines and situational assessments in diagnosis and educational planning (Smith, Slattery, & Knopp, 1993)	1	2	3	4
Knowledge of effective use of assessment procedures with individuals with ASD (Pretzel & Cox, 2008)	1	2	3	4
Knowledge of the use of assessment information to design individual objectives that relate to current skills, functional needs, age-appropriate curriculum, state academic content standards, and federal guidelines (Smith et al., 1993; Burns, 2001)	1	2	3	4

1	2	3	4
Not very much/well			Very much/well

Area IV: Programming for Students with ASD

Knowledge of evidence-based strategies for teaching students with ASD (The National Professional Development Center on Autism Spectrum Disorders)	1	2	3	4
Knowledge of ways to design and structure teaching environments and supports that best accommodate the needs of students with ASD (Quill, 2000b; Heward, 2009)	1	2	3	4
Knowledge of how to design individual teaching strategies, interventions, and activities to assure success for each IEP objective (Jung, Gomez, Baird, & Galyon-Keramidas, 2008; Ruble et al., 2010b)	1	2	3	4
Knowledge of how to design and maintain a useful, functional data-keeping system relevant to IEP objectives (Jung et al., 2008)	1	2	3	4
Knowledge of how to implement positive teaching strategies when implementing educational activities (positive reinforcement, fading of prompts, shaping and reinforcing successive approximations, task analysis, chaining, desensitization, incidental teaching, relaxation, rehearsal, generalization) (Heward 2009a; Nounopoulos, Ruble & Mathai, 2009; Roselione, 2007)	1	2	3	4
Knowledge of how to account for individual learning challenges such as generalization difficulties, over-selectivity, processing style, expressive and receptive communication difficulties, sensory and perceptual problems, and social interaction difficulties (Quill, 2000a, 2000b)	1	2	3	4
Knowledge of communication strategies that effectively enhance competence for individuals with ASD (Quill, 2000a, 2000b)	1	2	3	4
Knowledge of social interaction strategies that effectively enhance inclusion and self-esteem for individuals with ASD (Quill, 2000a, 2000b)	1	2	3	4
Knowledge of current teaching programs or strategies and when and how to effectively use these for individual students (e.g., applied behavior analysis, structured teaching, incidental teaching) (Quill, 2000b)	1	2	3	4

Area V: Positive Behavior Support

Knowledge of analysis of behavioral challenges encountered by students with ASD (Quill, 2000; Nounopoulos et al., 2009)	1	2	3	4
Knowledge of a functional assessment of behavior and understanding the purposes of behavior (Koegel & Koegel, 2006)	1	2	3	4
Knowledge of skills that can be taught to replace challenging behavior (Heward, 2009a)	1	2	3	4
Knowledge of data keeping and adjustments to a behavioral program (National Professional Development Center on Autism Spectrum Disorders, 2008c)	1	2	3	4

1	2	3	4
Not very much/well			Very much/well

Area VI: Medical Needs and Daily Living Skills

Knowledge of common medical issues encountered by individuals with ASD (Thompson, 2007)	1	2	3	4
Knowledge of common challenges of daily living encountered by individuals with ASD (sleeping, eating, toileting, understanding danger) (Autism Services Research Group, 2004)	1	2	3	4

Area VII: Collaboration with Parents

Knowledge of ways to involve parents as partners in the educational process (Wetherby & Prizant, 2000)	1	2	3	4
Knowledge of ways to effectively share information and problem solve throughout the school year (Nickels, 1996)	1	2	3	4

Area VIII: Involvement with School Personnel

Knowledge of ways to inform staff members about students with ASD and how they can be collaborative partners in the education of the students (Ruble & Akshoomoff, 2010; Ruble & Dalrymple, 2002; Schwartz, Shanley, Gerver, & O’Cummings)	1	2	3	4
Knowledge of ways to share information and build a collaborative team for a student with ASD across all team members who work with the student (Ruble & Dalrymple, 2002; Snell & Janney, 2000)	1	2	3	4
Knowledge of ways to build a team within the classroom and interface with teaching assistants to benefit students with ASD (Walther-Thomas, Bryant, & Land, 1996)	1	2	3	4