Autism Internet Modules

Dates: July 15, 2023, through July 15, 2024

Deadline for submitting hours: July 31, 2024

Number of hours available: Minimum of 1 hour and a maximum of 86 hours. Participants may complete up to four modules per week.

Location: The AIM website is available online 24 hours a day, 7 days a week.

Registration: Access Char-Em ISD online registration. If you do not have an account, you will need to set one up using a User ID and Password of your choosing. Once registered and after July 15, 2023, proceed at your own pace. Participants may complete up to four modules per week.

Manager of Instruction: Mike Wolf, Teacher Consultant, Charlevoix-Emmet ISD.

Presenters of the Autism Internet Modules are listed below with a detailed description of the content of the modules.

Goals:

1. The participants will demonstrate understanding of autism and interventions and supports for students with ASD by earning 80% or greater accuracy on the posttest that follows each unit.

2. To accomplish a deeper understanding, the learning will be paced. Posttests are automatically graded and dated when completed. The participants may complete a maximum of four modules per week.

Modules:

Fifty three multi-media modules were developed by the **Ohio Center for Autism and Low Incidence (OCALI)** in partnership with the Autism Society of America (ASA), the Nebraska Autism Spectrum Disorders Network, the National Professional Development Center on Autism Spectrum Disorders and Toronto's Geneva Centre for Autism. This series of online learning modules includes information on assessment and identification of ASD, recognizing and understanding behaviors and characteristics, transition to adulthood, employment, and numerous evidence-based practices and interventions.

All module content was written by ASD experts from across the U.S., including the Arizona Department of Education, the Indiana Resource Center for Autism, and the University of Miami Center for Autism and Related Disorders. In addition, OCALI staff members have designed each module to be consistent with research on how adults learn; information is presented at a universal reading level, and interactive activities both reinforce knowledge and teach learners how to make the latest research applicable to real life. OCALI staff determined a reasonable estimate of time for completion of each unit. You can only earn the time provided. Please follow the guideline provided.

To access this online training:

- Go to the AIM website at http://www.autisminternetmodules.org/ choose create an account from the home page and create your account. The website is accessible 24 hours a day, seven days a week.
- After setting up your account with a username and password, select and complete modules that best serve your professional interest.
- Document the time using the log provided with these materials.
- Complete a posttest for that module.
- Download and print out the results of the posttest. It will contain your username and date with percentage correct. Save the posttest to mail in with all other posttests in one package.
- When done with the modules, sign the log, complete the Participation Verification Form, and submit along with a copy of each posttest to: Julie Hersha, Charlevoix-Emmet ISD, 08568 Mercer Blvd, Charlevoix, MI 49720. *PLEASE NOTE: You do not need to wait to submit your packet. Submit it at the time you complete your last module for the year. However, no packets will be accepted after* **July 31, 2024**.

To earn State Continuing Education Clock Hours (SCECHs):

- A minimum of 1 hour and a maximum of 86 hours may be approved. Participants may complete up to four modules per week.
- Collect the posttests that include the website generated participant's name, a date between July 15, 2023, and July 15, 2024, and a score of 80% correct or higher to be eligible for State Continuing Education Clock Hours (SCECHs).
- Document the time using the log provided with these materials.
- Complete the SCECHs Participation Verification Form included in these materials.
- Earn only the time permitted for each module as estimated by OCALI staff. *See descriptions that follow in these materials.*
- Mail the package of 1) SCECHs Participation Verification Form, 2) log, and 3) posttests, to the address listed at the bottom of the Participation Verification Form by **July 31, 2024.** *PLEASE NOTE: You do not need to wait to submit your packet. Submit your packet at the time you complete your last module for the year. However, no packets will be accepted after* **July 31, 2024**.

The signed log, completed Participation Verification Form, and posttests will be reviewed by the course instructor and submitted to the SCECHs coordinator to be uploaded into MOECS. For SCECHs to be awarded, the online evaluation in MOECS must be completed.

Direct your questions or concerns to Mike Wolf at wolfm@charemisd.org.

Maximum time to be credited	MODULES	
2 hours	1.	Antecedent-Based Interventions
1 hour	2.	Assessment for Identification
1 hour	3.	Autism and the Biopsychosocial Model
1.5 hour	4.	Autism Spectrum Disorder and Medication
2 hours	5.	Autism Spectrum Disorder: A Guide for Early Interventionists
1 hour	6.	Behavior Intervention Plans
2 hour	7.	Cognitive Behavioral Interventions
1.5 hours	8.	Cognitive Differences
3 hours	9.	Comprehensive Program Planning for Individuals with ASD
2 hours	10.	Computer-Aided Instruction
1 hours	11.	Customized Employment
2 hours	12.	Differential Reinforcement
1.5 hours	13.	Discrete Trial Training
1 hour	14.	Emotional Vulnerability
1.5 hours	15.	Extinction
1.5 hours	16.	Functional Behavior Assessment
1.5 hours	17.	Functional Communication Training
1 hour	18.	Girls on the Autism Spectrum
2 hours	19.	Language and Communication
1 hour	20.	Modeling
2 hours	21.	Motor Differences in ASD
1.5 hours	22.	Music-Mediated Intervention
2 hours	23.	Naturalistic Intervention
1.5 hours	24.	Overview of Social Skills and Intervention Strategies
2 hours	25.	Parent-Implemented Intervention
2 hours	26.	Peer-Mediated Instruction and Intervention (PMII)
2.5 hours	27.	Picture Exchange Communication System (PECS)
3.0 hours	28.	Pivotal Response Training (PRT)
2 hour	29.	Preparing and Planning with Youth for Community Employment
2.5 hours	30.	Prompting
2 hours	31.	Reinforcement
2 hours	32.	Response Interruption/Redirection
2 hours	33.	Restricted Patterns of Behavior, Interests and Activities
1 hour	34.	Rules and Routines
1.5 hours	35.	Screening Across the Lifespan for Autism Spectrum Disorders
2 hours	36.	Self-Management
1 hour	37.	Sensory Differences
1 hour	38.	Social Narratives
1.5 hours	39.	Social Skills Training Through Social Skills Group
1.5 hour	40.	Social Supports for Transition-Aged Individuals
1.5 hours	41.	Speech Generating Devices (SGD)
1.5 hours	42.	Structured Break Area
1 hour	43.	Structured Teaching
1 hour	44.	Structured Work Systems and Activity Organization
1 hour	45.	Supporting Successful Completion of Homework
2 hours	46.	Task Analysis
2 hours	47.	The Employee with Autism
0.5 hour	48.	The Incredible 5-Point Scale
2 hours	49.	Time Delay
1 hour	50.	Transitioning Between Activities
1 hour	51.	Using Special Interests in the classroom
1.5 hours	52.	Video Modeling
2.5 hours	53.	Visual Supports

Description of the Modules

Antecedent-Based Interventions (ABI) comprise an evidence-based practice derived from applied behavior analysis (ABA) and are used to address both interfering (e.g., disruptive, repetitive, stereotypical) and on-task behaviors. This module will provide information on ABI.
SCECHs: 2
Author: Jennifer Neitzel, Ph.D.
Contributor: National Professional Development Center on ASD

Assessment for Identification - School personnel along with their parent partners struggle when addressing eligibility for special education services under the categorical label of "autism". This module will provide foundations for understanding assessment for identification and eligibility of autism and hopefully provide some guidance to school teams.
SCECHs: 1
Authors: Barry Grossman, Ph.D., Ruth Aspy, Ph.D.

Autism and the Biopsychosocial Model: Body, Mind, and Community - Autism spectrum disorders are complex in terms of manifestation, and known to affect the whole body. With the array of co-occurring conditions, prudence promotes looking at the body, mind, and environment when diagnosing and treating ASD. This module defines the biopsychosocial model and examines how this whole-body approach impacts care for people with ASD and other disabilities.
SCECHs: 1
Authors: Kevin Aldridge, M.A., Lara Palay, MSW, LISW-S
Contributor: Ali Carine, D.O.

Autism Spectrum Disorder and Medication - Healthcare providers may prescribe medication to manage the symptoms of ASD. No medication can cure ASD; however, medication can alleviate some behavioral symptoms. This module will describe medications and their purpose, plus identify ways for family and staff to collaborate and communicate with health care professionals.
SCECHs: 1
Author: Neelkamal Soares, M.D.

Autism Spectrum Disorder: A Guide for Early Interventionists will identify characteristics of ASD and their impact on development; identify how to understand the family's perspective when they have concerns and their child is diagnosed with ASD; and will list the current practices that have been shown to be evidence-based when working with young children with ASD.
SCECHs: 2
Authors: Maggie Gons, M.A., CCC-SLP
Contributor: Jody Fisher, M.Ed.

Behavior Intervention Plans - Working to improve the life of individuals with ASD is the ultimate goal of families and professionals. Part of this improvement may involve addressing challenging behaviors. This module will discuss development of effective behavior intervention plans, and provide resources and guides for use.
SCECHs: 1 hour
Author(s): Robert Pennington, Ph.D., BCBA-D.

Cognitive Behavioral Interventions - In this module, you will learn all about how to implement Cognitive Behavioral Interventions (CBI). CBI is an evidenced based practice that can be used to teach a variety of coping and social skills.
SCECHs: 2
Author: Bobby Huffman

Cognitive Differences - Most individuals with ASD have some unevenness in cognitive abilities - some cognitive area in which skills have not developed to the expected level, contrasted with other areas of cognitive functioning that are at or above age level. Indeed, atypical cognitive processing often underlies the challenges experienced by individuals with ASD. This module describes these cognitive differences and discusses their impact on behavior and learning.

SCECHs: 1.5
Author: Ruth Aspy, Ph.D.

Comprehensive Program Planning for Individuals with Autism Spectrum Disorders is a process that encourages parents and professionals to work collaboratively to address the multi-faceted needs of children with an autism spectrum disorder (ASD). The process empowers a team to develop an individualized intervention plan based upon underlying deficits and student strengths, which is then implemented throughout the school day, and across all school settings. This module will provide an overview of the process and tools that can be used as teams work to complete the development of a comprehensive plan for a student with ASD.

SCECHs: 3
Authors: Amy Bixler Coffin, M.S., Barry Grossman, Ph.D., Brenda Smith Myles, Ph.D., Chris Filler, RN, BSN, Denise Sawan Caruso, M.S., CCC/SLP, Julie Short, M.A., Ruth Aspy, Ph.D., Shawn A. Henry, M.Ed., Wendy Szakacs, M.S.

Computer-Aided Instruction (CAI) is focused on the use of computers to teach academic skills as well as to promote communication and language development and skills. This module will provide information on computer-aided instruction.

SCECHs: 2
Author: Lana Collet-Klingenberg, Ph.D.
Contributor: National Professional Development Center on ASD

Customized Employment is a "negotiation" between the job seeker, his or her representative, and the employer. *Negotiation* differs from the traditional approach of applying, interviewing, orientation, and working. The negotiation is the very process itself, often beginning with only the potential of employment. Customized employment is not a program, but a set of principles and strategies that seek positive community employment outcomes for people with complex challenges.

SCECHs: 1.5

Differential Reinforcement of other behaviors (DRO) means that reinforcement is provided for desired behaviors, while inappropriate behaviors are ignored. This module will provide information on differential reinforcement.

SCECHs: 2
Author: Laurie Vismara, Ph.D., BCBA-D
Contributor: National Professional Development Center on Autism Spectrum Disorders

Discrete Trial Training is a method based on the principle of breaking behavior down into small (discrete) steps that have a clear beginning, middle and end. This module will provide information on the evidence-based intervention discrete trial training (DTT).

SCECHs: 1.5
Authors: Jennifer Bogin, BCBA, Lisa Sullivan, Ph.D., Sally Rogers, Ph.D.
Contributor: National Professional Development Center on Autism Spectrum Disorders

Emotional Vulnerability - This module will provide information on the characteristics of ASD with regard to emotional vulnerability.

SCECHs: 1
Author(s): Ruth Aspy, Ph.D.

Extinction is a procedure based on the principles of Applied Behavior Analysis (ABA) in which reinforcement of a previously reinforced behavior is discontinued.

SCECHs: 1.5
Contributor: National Professional Development Center on Autism Spectrum Disorders

Functional Assessment of Behavior (FBA) is a process for learning the purpose of challenging behavior for a person. Environmental variables that control and maintain the challenging behavior are identified in this process. The data from the FBA is the basis for designing an intervention plan. The steps of the FBA process are identified and the tools and guidelines for completing the process are provided.
SCECHs: 1.5
Author: Robert Pennington, Ph.D., BCBA-D
Contributor: Wendy Szakacs, MS

Functional Communication Training (FCT) is a practice that emerged from the research on functional behavioral assessment (FBA).
SCECHs: 1.5
Author: Ellen Franzone, M.S.
Contributor: National Professional Development Center on ASD

Girls on the Autism Spectrum - Based on current data, autism is approximately four times more common in boys than in girls; however, many experts believe that more accurate identification of girls and women will result in a 2 to 1 ratio. In order to make sure that girls and women who have autism spectrum disorder are recognized, a different approach to identification is needed. Girls and women often face different challenges from those faced by their male counterparts; therefore, different support services are needed in order to address the specific needs of girls on the spectrum. This module focuses on how autism presents in girls and women and on providing strategies based on their specific needs.
SCECHs: 1
Author(s): Ruth Aspy, Ph.D.

Language and Communication - Impairments in the development of social and communication skills profoundly impact every aspect of an individual's ability to learn and function. This module will address two aspects of ASD: language and communication characteristics.
SCECHs: 2
Author: Dr. Kathleen Quill

Modeling
In this module, you will learn all about how to implement modeling, the different types of modeling procedures, and the benefits for each individual modeling procedure. In addition, you will learn why modeling can be effective for teaching new skills to learners with autism.
SCECHs: 1
Author: Bobby Huffman, MA ABA

Motor Differences in Autism Spectrum Disorder - Research suggests that between 50-100% of persons on the autism spectrum have motor skill deficits that impact functional skills and abilities throughout the lifespan. In this module, you will learn about the body systems, patterns, and milestones that are associated with typical motor skill development. You will also learn about some of the issues that people with autism may have regarding large and small motor skill deficits, motor planning skill deficits, visual motor and oral motor skills deficits, and how these deficits may impact both learning and function.
SCECHs: 2 hours
Author: Lezlie Fahl Kinder, OTR/L

Music-Mediated Intervention - This module will review musical strategies for encouraging skill development for individuals on the autism spectrum. Information regarding indications and contraindications for using music in a recreational or academic setting will be reviewed, as well as signs for when to refer an individual to a music therapist. Practical applications for social skill development will be provided as a goal for autistic individuals, due to its appropriateness in a non-music therapy setting, abundance of strategies that enable a non-musician to facilitate, and prevalence.
SCECHs: 1.5
Author: Alexander Wilson, MT-BC

Naturalistic intervention is a collection of practices including environmental arrangement, interaction techniques, and strategies based on applied behavior analysis principles. This module will provide information on naturalistic intervention.
SCECHs: 2
Author: Ellen Franzone, M.S.
Contributor: National Professional Development Center on ASD

Overview of Social Skills Functioning & Programming provides an overview of common social skill deficits in individuals with autism spectrum disorders (ASD) and the importance of distinguishing between skill acquisition deficits and performance deficits. The module also discusses methods for assessing social skills and social competence. Finally, it provides a summary of social skill strategies that have been empirically examined.
SCECHs: 1.5
Author: Scott Bellini, Ph.D.
Contributor: Easter Seals, Wendy Szakacs, M.S.

Parent-Implemented Intervention teaches parents to use individualized intervention practices with their child to help them acquire/increase skills and/or decrease interfering behaviors associated with ASD. This involves a multi-step process that includes determining needs of the family, outlining goals, developing an intervention plan, and training parents to apply the intervention. This module defines each step of the process, discusses procedures and practices, and provides examples to be used as models using this evidence-based intervention.
SCECHs: 2
Author: Dawn R. Hendricks, Ph.D.
Contributor: National Professional Development Center on ASD

Peer-Mediated Instruction & Intervention - Social impairment is one of the most predominant features of autism spectrum disorders (ASD). Peer-mediated instructional approaches can address social concerns. This module will explain Peer-Mediated Instruction and Intervention (PMII) and provide concrete examples and steps for implementation.
SCECHs: 2 hours
Author: Jennifer Neitzel, Ph.D.
Contributor: National Professional Development Center on ASD

Picture Exchange Communication System (PECS) is a behaviorally based intervention that teaches the learner to use visual-graphic symbols to communicate with others (Bondy & Frost, 1994; Frost & Bondy, 2002). This module will provide information on this augmentative and alternative communication system.
SCECHs: 2.5
Author: Lana Collet-Klingenberg, Ph.D.
Contributors: Andy Bondy, Ph.D. and Lori Frost, M.S., CCC/SLP, National Professional Development Center on Autism Spectrum Disorders

Pivotal Response Training (PRT) is a research-based model with the ultimate goal of providing individuals with autism with the social and educational proficiency to have access to a high quality of life in home, school, and community (Koegel, Koegel, Harrower, & Carter, 1999; Nfedt, Koegel, Singer, & Gerber, 2010). This module describes the framework, how it can be implemented, teaching strategies across age levels, and the evidence base for PRT.
SCECHs: 3
Author: Laurie Vismara, Ph.D.
Contributor: National Professional Development Center on ASD

Preparing and Planning with Youth for Community Employment - Research has shown poor employment outcomes for individuals with autism. This module explains strategies to support persons with autism in the transition process from school to employment so they have an opportunity for a better outcome.
SCECHs: 2
Author: Madeline Rosenshein, M.Ed.

Prompting procedures include any help given to learners with autism spectrum disorders (ASD) that assist them in using a specific skill. This module provides information on three types of prompting and can be completed in chunks to make it more manageable.
SCECHs: 2.5
Author: Jennifer Neitzel, Ph.D.
Contributor: National Professional Development Center on ASD

Reinforcement is an evidence-based practice that increases the likelihood that a learner uses a particular behavior in the future. This module will provide information on reinforcement.
SCECHs: 2
Author: Jennifer Neitzel, Ph.D.
Contributor: National Professional Development Center on ASD

Response Interruption/Redirection (RIR) is an evidence-based practice used to decrease interfering behaviors, predominantly those that are repetitive, stereotypical, and/or self-injurious. This module will provide information on RIR.
SCECHs: 2
Author: Jennifer Neitzel, Ph.D.
Contributor: National Professional Development Center on ASD

Restricted Patterns of Behavior, Interests, and Activities are one of the primary characteristics of ASD. Individuals with ASD have a need for things to stay the same, as demonstrated by their repetitive patterns of behavior, interests, and activities. This module will define this core deficit area; describe and explain intense interests, routines and rituals, and repetitive motor behaviors; and give ways to use these patterns of behavior for positive change in persons with ASD.
SCECHs: 2
Author: Wendy Szakacs, M.S.

Rules and Routines are important components of educational programming for all students, but particularly for individuals with ASD. This module will focus on rules and routines.
SCECHs: 1
Authors: Christi Carnahan, Ed.D., Kate Snyder

Screening Across the Lifespan for Autism Spectrum Disorders – will describe screening purposes and processes; explain why universal screening is a recommended practice; identify and describe developmental and ASD-specific screening tools; explain why early identification is important; identify who should be involved in screening; list challenges related to screening, and explain recommended screening processes and procedures
SCECHs: 1.5
Author: Ruth Aspy, Ph.D., Annette Wragge, M.S., Laura Massox, Ph.D.

Self-Management interventions help individuals learn to independently regulate their behaviors and act appropriately in a variety of home-, school-, and community-based situations. This module will focus on self-management interventions.
SCECHs: 2
Author: Jennifer Neitzel, Ph.D.
Contributor: National Professional Development Center on ASD

Sensory Differences - Each day we are exposed to thousands of sensory experiences through our senses of vision, hearing, touch, movement, smell, taste, and proprioception. Some individuals with ASD find these experiences to be confusing and overwhelming. This module focuses on the senses, how our bodies use sensory information to contribute to and support critical life functions, regulate level of alertness, and facilitate engagement in meaningful life activities; also sensory differences that may be present in persons with ASD and how they may impact their day-to-day performance.
SCECHs: 1
Authors: Jan Rogers, OTR/L, ATP, Julie Short, M.A.
Contributors: Easter Seals, Wendy Szakacs,M.S.

Social Narratives and supports, such as Social Stories, Power Cards, Cartooning, and Comic Strip Conversations are described.
SCECHs: 1
Author: Annette Wragge, M.S.
Contributor: National Professional Development Center on ASD

Social Skills Training Through Social Skills Groups (SSG) are used to teach individuals with autism spectrum disorders (ASD) ways to appropriately interact with typically developing peers. Most SSG meetings include instruction, role-playing or practice, and feedback to help learners with ASD acquire and practice skills to promote positive social interactions with peers. This module provides information on social skills groups.
SCECHs: 1.5
Authors: Kate Szidon, M.S., Lana Collet-Klingenberg, Ph.D.
Contributor: National Professional Development Center on Autism Spectrum Disorders

Social Supports for Transition-Aged Individuals Transitioning from school to adult life is a time of significant change and heightened stress. However, because resistance to change and delayed social development are common characteristics of individuals with autism spectrum disorders (ASD), transition can be particularly frustrating. This module explores social program models designed to address the specific needs of transition-aged individuals with ASD and their families. It will highlight some examples available in Ohio.
SCECHs: 1.5
Author: Tom Fish, Ph.D.
Contributor: The Ohio State University Nisonger Center

Speech Generating Device (SGD) is an aided assistive/augmentative communication system that produces speech when activated by a learner. This module will provide information on SGDs.
SCECHs: 1.5
Authors: Ellen Franzone, M.S., Lana Collet-Klingenberg, Ph.D.
Contributor: National Professional Development Center on Autism Spectrum Disorders

Structured Break Area This module will provide information on the importance of Structured Break Areas, when an individual might need to utilize the area, as well as how to design an area in the home, school, work, and community environments.
SCECHs: 1.5
Authors: Amy Bixler Coffin, M.S. Julie Short, and Wendy Szakacs

Structured Teaching is defined and described. Structured teaching is a visually based approach to creating highly structured environments that support individuals with autism. Structured teaching can be used across environments, such as home, school, or work.
SCECHs: 1
Author: Christi Carnahan, Ed.D.
Contributor: Wendy Szakacs, M.S.

Structured Work Systems & Activity Organization - Environments that provide clear expectations and predictable routines promote increased engagement and on-task behavior for individuals with ASD. Work systems are often part of these environments. This module will define structured work systems and provide specific examples for use.
SCECHs: 1 hour
Author: Christi Carnahan, Ed.D.

Supporting Successful Completion of Homework - This module discusses challenges that individuals with ASD face with regard to homework. It provides some strategies and tools to address unique challenges with organization, sensory needs, and academic differences. Tools are provided.
SCECHs: 1 hour
Author: Ohio Center for Autism and Low Incidence

Task Analysis is the process of breaking a skill into smaller, more manageable steps in order to teach the skill. As the smaller steps are mastered, the learner becomes increasingly independent in his or her ability to perform the larger skill. This module will provide information on task analysis.
SCECHs: 2
Authors: Ellen Franzone, M.S., Kate Szidon, M.S.
Contributor: National Professional Development Center on Autism Spectrum Disorders

The Employee with Autism - This module targets vocational rehabilitation staff and others providing disability employment services and covers the basic features of ASD in adults that are relevant to the workplace and to the provision of employment services. This module is an adaptation of a much longer reference work titled *Adult Autism and Employment: A Guide for Vocational Rehabilitation Professionals* (Standifer, 2009).
SCECHs: 2
Author: Scott Standifer, Ph.D.
Contributor: Ohio Department of Developmental Disabilities

The Incredible 5-Point Scale - Many individuals with autism spectrum disorder struggle with social skills and knowing how their behavior affects others. This module explains The Incredible 5-Point Scale (Dunn-Buron & Curtis, 2003), a visual representation of a social behavior, an emotion, or an abstract idea, and how it can support persons with autism.
SCECHs: .5
Authors: Amy Bixler Coffin, M.S., Sheila M. Smith, Ph.D.
Contributor: Autism Asperger Publishing

Time Delay is a response-prompting procedure that focuses on fading the use of prompts during instructional activities. This module will provide information on time delay.
SCECHs: 2
Author: Jennifer Neitzel, Ph.D.
Contributor: National Professional Development Center on ASD

Transitioning Between Activities is a part of everyday life. It occurs frequently, requiring individuals to stop an activity, move from one location to another, and begin something new. This is difficult for individuals with ASD. This module will define transition strategies and provide specific examples to be modeled.
SCECHs: 1
Author: Kara Hume, Ph.D.
Contributor: Indiana Resource Center for Autism

Using Special Interests in the Classroom
One common characteristic of individuals with autism spectrum disorder (ASD) is the frequent engagement in repetitive and restricted patterns, or special interests. Although these special interests may appear to prevent new learning opportunities for people with ASD, recent research has proved that incorporating special interests into daily activities may increase both social and academic behaviors. This module will present several examples of how to embed special interests into interventions to increase desired behaviors.
SCECHs: 1
Author(s): Bobby Huffman, MA ABA

Video Modeling is a teaching method that uses assistive technology (computers, digital cameras, etc.) as the core component of instruction. Video modeling is an evidence-based practice for teaching individuals with ASD and other disabilities. It has been used to teach a wide range of behaviors, including social/emotional skills, adaptive behavior, life skills, academics, and play skills.
SCECHs: 1.5
Author: Paul LaCava, Ph.D.

Visual Supports - Research has shown that individuals with ASD demonstrate strength in visual learning. Visual supports organize a sequence of events, enhancing the student's ability to understand, anticipate, and participate in those events. This module will define visual supports and provide specific examples of their use.
SCECHs: 2.5 hours
Author(s): Sheila M. Smith, Ph.D.

Autism Internet Modules Log

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	Antecedent-Based Interventions		
	Assessment for Identification		
	Autism and the Biopsychosocial Model		
	Autism Spectrum Disorder and Medication		
	Behavior Intervention Plans		
	Cognitive Behavioral Interventions		
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	Peer-Mediated Instruction and Intervention (PMII)		
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	Structured Break Area		
	Structured Teaching		
	Structured Work Systems and Activity Organization		

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page 2

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	Supporting Successful Completion of Homework		
	Task Analysis		
	The Employee with Autism		
	The Incredible 5-Point Scale		
	Time Delay		
	Transitioning Between Activities		
	Using Special Interests in the Classroom		
	Video Modeling		
	Visual Supports		

- *I verify that I completed the Autism Internet Modules, logged my time to complete the module, and submitted the dated corresponding posttest results for the module at 80% accuracy or higher.*
- *I understand that maximum hours for completion are set according to the estimated time provided by OCALI.*
- *I completed no more than four modules per week between July 15, 2023 and July 31, 2024.*
- *I am submitting documentation for at least 1 hour and not more than 86 hours.*
- *I am not submitting for any modules that have been complete and for which I earned SCECHs in the past.*
- *A signed, dated, and completed Participation Verification Form is enclosed.*

Name _____**Signature**_____

(please print)

State Continuing Education Clock Hours (SCECHs)
PARTICIPATION VERIFICATION FORM
ONLINE COURSE

This form must be completed and submitted to the SCECHs sponsor for eligible participants to receive State Continuing Education Clock Hours (SCECHs) for participation in the following activity:

Online Course Title: Autism Internet Modules
Beginning Date: July 15, 2023
Ending Date: July 15, 2024 *(You do not need to wait until the end of July to submit your packet. Please submit at the time you complete your last module for the year.)*
Deadline for submitting SCECHs packet: July 31, 2024

To earn SCECHs for this course, participants must submit the following to the SCECHs coordinator by **July 31, 2024**:
- ✓ A completed copy of this form signed by the participant.
- ✓ An accurate log of time online recorded between the beginning date and ending date of enrollment.
- ✓ Documentation of completed modules at 80% accuracy or higher.

Your SCECHs will be uploaded to the Michigan Online Educator Certification System (MOCES) and awarded after completion of a common evaluation and payment of fees, if applicable.

PRINT ALL INFORMATION – INCOMPLETE FORMS WILL BE RETURNED

Name:_____	Phone:_____
Address:_____	E-mail:_____
City/State/Zip:_____	**Personal Identification Code (PIC) #** _____ *(The PIC# is now mandatory. To find your PIC number, log on to the MDE system at michigan.gov/mde and search for MOECS.)*
Name of School District or agency: _____	Number of Module hours completed: _____ *(minimum of 1 hour required to earn SCECHs)*
Beginning Date of Professional Activity:	Completion Date of Professional Activity:

Participant Signature: _____ Date: _____

☐ I certify the criteria to receive SCECHs for the above activity has been met and the required documentation including an accurate log of time online and documentation of completion has been reviewed and is attached to this form.

Program Facilitator: _____ Date: _____

Advisory: *It is a criminal offense to use or attempt to use a SCECH transcript or certificate of completion that is fraudulently obtained, altered, or forged to obtain and/or maintain school administrator, teacher and/or school psychologist certification or other State Board of Education approval.*

This form and documentation (log and posttests) should be submitted upon completion of the modules of your choice no later than **July 31, 2024** to:

Char-Em ISD SCECHs Coordinator
08568 Mercer Blvd.
Charlevoix, MI 49720