

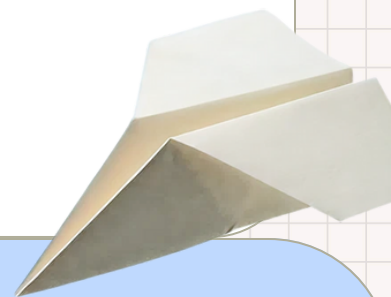


THE NATIONAL ASSOCIATION OF  
SPECIAL EDUCATION TEACHERS (NASET)



CERTIFICATION HANDBOOK

**Teaching Students With Autism  
Spectrum Disorder Certificate  
30 study hour credits**



*Receive a digital certificate and a hard copy  
certificate upon completion*

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## Module Summaries

The NASET and AASEP Teaching Students with Autism Spectrum Disorder Course is comprised of a comprehensive compilation of 5 Modules. Each Module contains video lectures and PowerPoint presentations. At the end of each Module, there is a multiple-choice examination which must be successfully completed with a grade of at least **80%** to move on to the next Module. Upon successful completion of each Module, you will immediately be able to view, save, or print a professional certificate of recognition. Modules are enabled for review one at a time in sequential order, per the listing below.

### MODULE 1

#### Understanding ASD in the Classroom

**Video Lecture and PowerPoint Presentation:** Module 1 provides foundational knowledge about Autism Spectrum Disorder (ASD) and how it manifests in educational environments. Understanding these core characteristics is essential for creating supportive, effective learning environments for students with ASD. This module explores the three primary symptom areas of ASD: social skill deficits, academic challenges, and sensory concerns. After completing this module, you should understand the following:

#### Core Characteristics of Autism Spectrum Disorder

- Three primary symptom areas: social skills, academic challenges, and sensory concerns
- Social skill deficits and their impact on peer interactions
- The neurodiversity perspective
- How classrooms must adapt to students, not the other way around

#### Social Challenges in ASD

- Difficulty recognizing social cues
- Challenges with peer engagement and conversation initiation
- Inability to recognize when peers have had enough
- Neurological differences in processing social information

#### Academic Challenges in ASD

- Reading comprehension difficulties despite strong decoding skills
- Writing challenges: sentence construction and handwriting
- Mathematical reasoning and word problem difficulties
- Executive functioning deficits: organization, planning, task initiation
- Abstract thinking and inference challenges
- Contributing factors: sensory sensitivities, anxiety, unsupportive environments

#### Sensory Processing in ASD

- Hypersensitivity vs. hyposensitivity
- Impact of sensory overload on learning

- Sensory regulation as foundational to learning

## MODULE 2

### Foundations of ABA Behavior Support

**Video Lecture and PowerPoint Presentation:** Module 2 explores the foundational principles of Applied Behavior Analysis (ABA) and behavior support. This module provides essential knowledge about why behaviors occur, how to analyze them systematically, and how to implement effective behavioral interventions in the classroom. After completing this module, you should understand the following:

#### Functions of Behavior

- All behavior serves a function
- Four functions: access to tangibles, escape/avoidance, attention, sensation/sensory
- The ABC model: Antecedent, Behavior, Consequence
- Functional Behavioral Assessment (FBA)
- Identifying behavioral patterns and functions

#### Reinforcement and Punishment

- Positive reinforcement (SR+): Adding something to increase behavior
- Negative reinforcement (SR-): Removing something to increase behavior
- Positive punishment (SP+): Adding something to decrease behavior
- Negative punishment (SP-): Removing something to decrease behavior
- Effect on behavior determines whether something is reinforcement or punishment
- Ethical considerations in using punishment

#### Verbal Operants

- Mands: Requests or demands
- Tacts: Labels or names
- Echoics: Repeating or imitating
- Intraverbals: Conversational responses
- Textuals: Reading aloud

#### Classroom Behavior Management

- Five core principles: prevention, reinforcement, function, consistency, collaboration
- Token economies and reinforcement systems
- When to consult specialists (BCBA, school psychologist, social worker)

- Extinction bursts: behavior gets worse before better
- Data collection methods: frequency, duration, latency, interval recording

## MODULE 3

### Teaching Strategies for Academic and Social Success

**Video Lecture and PowerPoint Presentation:** Module 3 explores evidence-based teaching strategies that help students with ASD develop academic and social skills. This module covers systematic teaching approaches that create natural learning opportunities, break down complex tasks, and build student competence through structured instruction. After completing this module, you should understand the following:

#### Natural Environment Teaching (NET)

- Engineering environments for natural learning opportunities
- Skills learned in real, meaningful contexts
- Built-in motivation and automatic generalization
- Comparison with traditional structured teaching
- Following student interests to create learning opportunities

#### Chaining Procedures

- Breaking complex skills into manageable steps
- Forward chaining: teaching from beginning to end
- Backward chaining: teaching from end to beginning
- Backward chaining with leaps ahead: flexible progression
- The 'to-with-by' method for teaching difficult steps

#### Task Analysis

- Breaking down procedures into distinct steps
- Creating clear, observable, specific step-by-step guides
- Testing and revising task analyses
- Using task analysis with chaining procedures

#### Premack Principle

- First-Then strategy ('Grandma's Rule')
- Using preferred activities to motivate non-preferred tasks
- Immediate reinforcement and clear expectations

#### Discrete Trial Training (DTT) vs. Pivotal Response Training (PRT)

- DTT: Highly structured, teacher-directed, discrete trials
- PRT: Naturalistic, child-initiated, focuses on pivotal areas
- When to use each approach
- Complementary strategies for different learning goals

## **MODULE 4**

### **Evidence-Based Social Skills Instruction**

**Video Lecture and PowerPoint Presentation:** Module 4 explores evidence-based strategies for teaching social skills to students with ASD. This module covers systematic approaches for teaching complex social behaviors through modeling, structured practice, narrative preparation, and functional communication training. After completing this module, you should understand the following:

#### **Modeling**

- Demonstrating behaviors for students to observe and imitate
- Observational learning and its effectiveness for social skills
- Three types: live modeling, video modeling, video self-modeling
- Best practices: gain attention, demonstrate clearly, immediate practice

#### **Role-Playing**

- Structured practice of social interactions in safe settings
- Using peers for authentic peer interactions
- Using adults for adult interactions
- Making scenarios realistic and providing immediate feedback
- Multiple exemplar training and generalization

#### **Social Stories**

- Preparing students for difficult or new social situations
- Using simple language and 'I' statements
- Describing situations, expected behaviors, and explaining why
- Reducing anxiety through predictability
- When to use: new situations, social expectations, managing difficulties

#### **Functional Communication Training (FCT)**

- Teaching appropriate communication to replace problem behaviors
- Matching communication to the function of behavior
- For access: teach requesting (manding)
- For escape: teach requesting breaks or help
- For attention: teach appropriate attention-seeking
- Augmentative and Alternative Communication (AAC): low-tech and high-tech options
- Reinforcing new communication and stopping reinforcement of problem behavior

## MODULE 5

### Environmental Supports and Collaboration

**Video Lecture and PowerPoint Presentation:** Module 5 explores environmental modifications, visual supports, collaboration strategies, and transition planning that create inclusive classrooms for students with ASD. This module covers how to create sensory-supportive environments, implement structured teaching approaches, collaborate effectively with families and teams, and prepare students for independence. After completing this module, you should understand the following:

#### Sensory Regulation Strategies

- Impact of sensory processing differences on learning
- Environmental modifications: lighting, visual environment, auditory, physical space
- Sensory items and tools: proprioceptive, tactile, movement, visual/auditory
- Consulting with occupational therapists for sensory strategies
- Creating predictable environments to reduce anxiety

#### Visual Supports and Structured Teaching

- Why visual supports work: strong visual learning, information stays visible
- Types: visual schedules, visual timers, checklists, labeled spaces, communication boards
- Structured teaching: physical structure, visual schedules, work systems, visual clarity
- Implementation: start simple, make functional, teach explicitly, be consistent

#### Collaboration with Families and Teams

- Family partnerships: open communication, clear language, recognizing family expertise
- Multidisciplinary team roles: BCBA, school psychologist, social worker, OT, SLP
- Effective collaboration: regular communication, clear roles, shared goals, consistency
- IEP process and legal framework: IDEA, FAPE, LRE, parental rights

#### Self-Management and Transition Planning

- Self-management skills: self-monitoring, self-evaluation, self-reinforcement
- Teaching self-management: teacher-managed → co-management → student-managed
- Tools: visual checklists, self-monitoring charts, visual timers, goal-setting sheets
- Transition planning: independent living, employment, community participation
- Self-advocacy as the foundation for lifelong independence



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