

CERTIFICATION OF ENROLLMENT
SUBSTITUTE SENATE BILL 6743

Chapter 220, Laws of 2008
(partial veto)

60th Legislature
2008 Regular Session

AUTISM--SERVICES AND SUPPORT

EFFECTIVE DATE: 06/12/08

Passed by the Senate March 10, 2008
YEAS 46 NAYS 0

BRAD OWEN

President of the Senate

Passed by the House March 6, 2008
YEAS 94 NAYS 0

FRANK CHOPP

Speaker of the House of Representatives

Approved March 28, 2008, 10:24 a.m.,
with the exception of section 1 which
is vetoed.

CHRISTINE GREGOIRE

Governor of the State of Washington

CERTIFICATE

I, Thomas Hoemann, Secretary of
the Senate of the State of
Washington, do hereby certify that
the attached is **SUBSTITUTE SENATE
BILL 6743** as passed by the Senate
and the House of Representatives
on the dates hereon set forth.

THOMAS HOEMANN

Secretary

FILED

March 28, 2008

**Secretary of State
State of Washington**

SUBSTITUTE SENATE BILL 6743

AS AMENDED BY THE HOUSE

Passed Legislature - 2008 Regular Session

State of Washington 60th Legislature 2008 Regular Session

By Senate Early Learning & K-12 Education (originally sponsored by Senators Rasmussen, McAuliffe, Tom, and Shin)

READ FIRST TIME 02/08/08.

1 AN ACT Relating to autism awareness instruction for teachers of
2 students with autism; and adding new sections to chapter 28A.155 RCW.

3 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

4 ****NEW SECTION. Sec. 1. A new section is added to chapter 28A.155***
5 ***RCW to read as follows:***

6 ***(1) To the extent funds are appropriated for this purpose, by***
7 ***September 1, 2008, the office of the superintendent of public***
8 ***instruction shall print and distribute the autism guidebook as***
9 ***developed by the caring for Washington individuals with autism task***
10 ***force and make it and other relevant materials available through the***
11 ***department of health, department of social and health services, and the***
12 ***office of the superintendent of public instruction web sites and other***
13 ***methods as appropriate. The office of the superintendent of public***
14 ***instruction shall provide copies of the autism guidebook to educational***
15 ***service districts, school districts, and appropriate school level***
16 ***employees, as well as to those parent advocacy groups and other***
17 ***educational staff who request copies. The autism guidebook shall***
18 ***include, but not be limited to, the following guidelines to address the***
19 ***unique needs of students with autism:***

1 (a) Extended educational programming, including extended day and
2 extended school year services, that consider the duration of programs
3 and settings based on an assessment of behavior, social skills,
4 communication, academics, and self-help skills;

5 (b) Daily schedules reflecting minimal unstructured time and active
6 engagement in learning activities, including lunch, snack, and recess,
7 and providing flexibility within routines that are adaptable to
8 individual skill levels and assist with schedule changes, such as field
9 trips, substitute teachers, and pep rallies;

10 (c) In-home and community-based training or a viable alternative
11 that assists the student with acquisition of social and behavioral
12 skills, including strategies that facilitate maintenance and
13 generalization of those skills from home to school, school to home,
14 home to community, and school to community;

15 (d) Positive behavior support strategies based on information, such
16 as:

17 (i) Antecedent manipulation, replacement behaviors, reinforcement
18 strategies, and data-based decisions; and

19 (ii) A behavior intervention plan developed from a functional
20 behavioral assessment that uses current data related to target
21 behaviors and addresses behavioral programming across home, school, and
22 community-based settings;

23 (e) Beginning at any age, futures planning for integrated living,
24 work, community, and educational environments that considers skills
25 necessary to function in current and postsecondary environments;

26 (f) Parent and family training and support, provided by qualified
27 personnel with experience in autism spectrum disorder, that:

28 (i) Provides a family with skills necessary for a child to succeed
29 in the home and community setting;

30 (ii) Includes information regarding resources such as parent
31 support groups, workshops, videos, conferences, and materials designed
32 to increase parent knowledge of specific teaching and management
33 techniques related to the child's curriculum; and

34 (iii) Facilitates parental carryover of in-home training and
35 includes strategies for behavior management and developing structured
36 home environments and communication training so that parents are active
37 participants in promoting the continuity of interventions across all
38 settings;

1 (g) A suitable staff-to-student ratio appropriate to identified
2 activities and as needed to achieve social and behavioral progress
3 based on the child's developmental and learning level, including
4 acquisition, fluency, maintenance, and generalization, that encourages
5 work towards individual independence as determined by:

6 (i) Adaptive behavior evaluation results;

7 (ii) Behavioral accommodation needs across settings; and

8 (iii) Transitions within the school day;

9 (h) Communication interventions, including language forms and
10 functions that enhance effective communication across settings, such as
11 augmentative, incidental, and naturalistic teaching;

12 (i) Social skills supports and strategies based on social skills
13 assessment and curriculum and provided across settings, for example
14 trained peer facilitators such as a circle of friends, video modeling,
15 social stories, and role playing;

16 (j) Professional educator and staff support, such as training
17 provided to personnel who work with students to assure the correct
18 implementation of techniques and strategies described in the
19 individualized education programs; and

20 (k) Teaching strategies based on peer reviewed and research-based
21 practices for students with autism spectrum disorder, such as those
22 associated with discrete-trial training, visual supports, applied
23 behavior analysis, structured learning, augmentative communication, or
24 social skills training.

25 (2) By December 1, 2008, the professional educator standards board
26 and the office of the superintendent of public instruction shall, in
27 collaboration with the educational service districts, local school
28 districts, and the autism center at the University of Washington as
29 appropriate, develop recommendations for autism awareness instruction
30 and methods of teaching students with autism for all educator
31 preparation and professional development programs. It is the intent of
32 the legislature that the recommendations shall be designed with the
33 goal of ensuring that educators and classified staff who work with
34 children with autism are well prepared and up-to-date on the most
35 effective methods of teaching children with autism. The
36 recommendations shall be submitted to the governor and the education
37 committees of the legislature and shall be made available to school
38 districts on the office of the superintendent of public instruction's

1 web site. The professional educator standards board and the office of
2 the superintendent of public instruction may each submit its
3 recommendations separately or the recommendations may be submitted
4 jointly. The recommendations shall at a minimum:

5 (a) Establish a date by which all candidates for a Washington
6 instructional certificate shall be required to satisfactorily complete
7 instruction in autism awareness and methods of teaching students with
8 autism at an accredited institution of higher education; and

9 (b) Establish appropriate professional development requirements for
10 existing teachers that incorporate methods for teaching students with
11 autism.

12 (3) If the legislature formally approves the recommendations
13 through the omnibus appropriations act or by statute or concurrent
14 resolution, by July 1, 2009, each school district shall use the
15 recommendations developed under subsection (2) of this section to
16 develop and adopt a school district policy regarding recommended and
17 required professional development for teachers and appropriate
18 **classified staff.**

*Sec. 1 was vetoed. See message at end of chapter.

19 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.155
20 RCW to read as follows:

21 (1) To the extent funds are appropriated for this purpose, by
22 September 1, 2008, the office of the superintendent of public
23 instruction, in collaboration with the department of health, the
24 department of social and health services, educational service
25 districts, local school districts, the autism center at the University
26 of Washington, and the autism society of Washington, shall distribute
27 information on child find responsibilities under Part B and Part C of
28 the federal individuals with disabilities education act, as amended, to
29 agencies, districts, and schools that participate in the location,
30 evaluation, and identification of children who may be eligible for
31 early intervention services or special education services.

32 (2) To the extent funds are made available, by September 1, 2008,
33 the office of the superintendent of public instruction, in
34 collaboration with the department of health and the department of
35 social and health services, shall develop posters to be distributed to
36 medical offices and clinics, grocery stores, and other public places
37 with information on autism and how parents can gain access to the

1 diagnosis and identification of autism and contact information for
2 services and support. These must be made available on the internet for
3 ease of distribution.

Passed by the Senate March 10, 2008.

Passed by the House March 6, 2008.

Approved by the Governor March 28, 2008, with the exception of
certain items that were vetoed.

Filed in Office of Secretary of State March 28, 2008.

Note: Governor's explanation of partial veto is as follows:

"I am returning, without my approval as to Section 1, Substitute
Senate Bill 6743 entitled:

"AN ACT Relating to autism awareness instruction for teachers of
students with autism."

This bill provides for training and guidelines for teachers of
students with autism.

Section 1 includes an extensive listing of items for an autism
guidebook that is being developed by the Caring for Washington
Individuals with Autism Task Force with staff support from the
Department of Health. These items are very specific regarding
possible strategies and activities that could be included to support
children with autism in our public schools.

The OSPI already has a guide developed as a resource for both
educators and parents, produced by the Autism Outreach Project, which
maintains an informational web site as well as an e-mail address for
communication with individuals with specific questions and concerns.
I believe that this guide is the most appropriate document to address
the many issues raised in Section 1.

Therefore, I have asked the OSPI to update its guide and to emphasize
tools for parents to use. I have also asked that this updated guide
be distributed to educational service districts, school districts,
appropriate school employees and parent advocacy groups.

Additionally, I have asked the Professional Educator Standards Board
and the OSPI to develop recommendations for autism awareness
instruction and methods of teaching students with autism that will
strengthen learning for students. The recommendations will address
appropriate content in teacher preparation and professional
development. These reports will be completed by December 1, 2008.

For these reasons, I am vetoing Section 1 of Substitute Senate Bill
6743.

With the exception of Section 1, Substitute Senate Bill 6743 is
approved."