



House of Representatives

General Assembly

File No. 488

February Session, 2008

Substitute House Bill No. 5590

House of Representatives, April 7, 2008

The Committee on Education reported through REP. FLEISCHMANN of the 18th Dist., Chairperson of the Committee on the part of the House, that the substitute bill ought to pass.

AN ACT CONCERNING THE TEACHING OF CHILDREN WITH AUTISM AND OTHER DEVELOPMENTAL DISABILITIES.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. (*Effective from passage*) (a) The Commissioner of Education
2 and the Chancellor of the Connecticut State University System, or their
3 designees, jointly and in consultation with such state, local and other
4 entities as they deem appropriate, shall define autism and
5 developmental disabilities for purposes of this section, and develop
6 recommendations for a comprehensive state-wide plan to incorporate
7 methods of teaching children with autism and other developmental
8 disabilities into:

9 (1) Programs for teacher preparation pursuant to section 10-145a of
10 the general statutes;

11 (2) Requirements for candidates seeking an initial educator or
12 provisional educator certificate pursuant to section 10-145b of the

13 general statutes;

14 (3) In-service training pursuant to section 10-220a of the general
15 statutes; and

16 (4) Training provided to school paraprofessionals pursuant to
17 section 10-155j of the 2008 supplement to the general statutes, related
18 service professionals, early childhood certificate holders,
19 administrators and parents.

20 (b) In developing recommendations pursuant to this section, the
21 commissioner and chancellor, or their designees, shall, at a minimum,
22 address the following issues related to the incorporation of methods of
23 teaching children with autism and other developmental disabilities
24 into the programs, requirements and training described in subsection
25 (a) of this section:

26 (1) Competencies for individuals described in subdivisions (2) and
27 (4) of subsection (a) of this section;

28 (2) Existing capacity to incorporate methods of teaching children
29 with autism and other developmental disabilities into the programs,
30 requirements and training described in subsection (a) of this section
31 and the extent to which new capacity is needed at the elementary and
32 secondary school levels and in institutions of higher education;

33 (3) The extent to which methods of teaching children with autism
34 and other developmental disabilities need to be implemented in school
35 readiness programs and grades kindergarten to twelve, inclusive;

36 (4) The availability of persons with expertise concerning the
37 methods of teaching children with autism and other developmental
38 disabilities;

39 (5) Collaborative partners who should be involved in the process of
40 the development of training concerning the methods of teaching
41 children with autism and other developmental disabilities;

42 (6) Best practices in pedagogy concerning the teaching of children
43 with autism and other developmental disabilities, including research-
44 based strategies that at a minimum address:

45 (A) Characteristics of students with autism and other
46 developmental disabilities;

47 (B) Curriculum planning, curricular and instructional modifications,
48 adaptations, and specialized strategies and techniques;

49 (C) Assistive technology; and

50 (D) Inclusive educational practices, including, but not limited to,
51 collaborative partnerships;

52 (7) The incorporation of methods of teaching children with autism
53 and other developmental disabilities into the programs, requirements
54 and training described in subsection (a) of this section that are in
55 compliance with requirements under the Individuals with Disabilities
56 Education Act, 20 USC 1400 et seq., as amended from time to time;

57 (8) A budget and timeline for implementation of the plan developed
58 pursuant to this section; and

59 (9) Steps to assess the impact of the implementation of the plan
60 developed pursuant to this section on school readiness programs,
61 elementary and secondary schools and institutions of higher
62 education.

63 (c) Not later than February 1, 2009, the Commissioner of Education
64 and Chancellor of the Connecticut State University System, or their
65 designees, shall, in accordance with the provisions of section 11-4a of
66 the general statutes, report recommendations developed pursuant to
67 this section to the joint standing committees of the General Assembly
68 having cognizance of matters relating to education, public health and
69 higher education.

| | | |
|---|---------------------|-------------|
| This act shall take effect as follows and shall amend the following sections: | | |
| Section 1 | <i>from passage</i> | New section |

ED *Joint Favorable Subst.*

The following fiscal impact statement and bill analysis are prepared for the benefit of members of the General Assembly, solely for the purpose of information, summarization, and explanation, and do not represent the intent of the General Assembly or either chamber thereof for any purpose:

OFA Fiscal Note

State Impact:

| Agency Affected | Fund-Effect | FY 09 \$ | FY 10 \$ |
|------------------|-------------|----------|----------|
| CT State Univ. | GF - Cost | Minimal | Minimal |
| Education, Dept. | GF - None | None | None |

Note: GF=General Fund

Municipal Impact: None

Explanation

The bill requires the Commissioner of Education and the Chancellor of the Connecticut State University System (CSUS) to define autism and developmental disabilities, and to define a state-wide plan to incorporate methods of teaching children with autism and developmental disabilities into programs, requirements, and training.

The bill also requires that while developing recommendations related to programs, requirements, and training, the Commissioner of Education and the Chancellor of CSUS must take into consideration a set of issues (defined by the bill) related to children with autism and developmental disabilities. The bill is anticipated to result in a minimal cost to CSUS associated with faculty release time, and is not anticipated to result in a cost to the Department of Education.

The Out Years

The Commissioner of Education and the Chancellor of CSUS must report to the General Assembly by February 1, 2009, so there would be no cost in the out years.

OLR Bill Analysis

sHB 5590

***AN ACT CONCERNING THE TEACHING OF CHILDREN WITH
AUTISM AND OTHER DEVELOPMENTAL DISABILITIES.***

SUMMARY:

The Office of Legislative Research does not analyze Special Acts.

COMMITTEE ACTION

Education Committee

Joint Favorable Substitute

Yea 28 Nay 0 (03/18/2008)