



House of Representatives

File No. 763

General Assembly

February Session, 2008 **(Reprint of File No. 488)**

Substitute House Bill No. 5590
As Amended by House Amendment Schedule
"A"

Approved by the Legislative Commissioner
May 1, 2008

***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 Commissioners of
2 Education, Higher Education and Developmental Services and the
3 President of Southern Connecticut State University, or their designees,
4 jointly and in consultation with such state, local and other entities as
5 they deem appropriate, including, but not limited to, the constituent
6 units of the state system of higher education, as defined in 10a-1 of the
7 general statutes, independent colleges or universities, as defined in
8 section 10a-37 of the general statutes, the State Education Resource
9 Center, established under section 10-4q of the general statutes, and the
10 regional educational service centers established under section 10-66a of
11 the general statutes, shall define autism and developmental disabilities
12 for purposes of this section, and develop recommendations for a
13 comprehensive state-wide plan to incorporate methods of teaching
14 children with autism and other developmental disabilities into:

15 (1) Programs for teacher preparation pursuant to section 10-145a of

16 the general statutes;

17 (2) Requirements for candidates seeking an initial educator or
18 provisional educator certificate pursuant to section 10-145b of the
19 general statutes;

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

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

26 (b) In developing recommendations pursuant to this section, the
27 commissioner and chancellor, or their designees, shall, at a minimum,
28 address the following issues related to the incorporation of methods of
29 teaching children with autism and other developmental disabilities
30 into the programs, requirements and training described in subsection
31 (a) of this section:

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

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

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

42 (4) The availability of persons with expertise concerning the
43 methods of teaching children with autism and other developmental
44 disabilities;

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

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

51 (A) Characteristics of students with autism and other
52 developmental disabilities;

53 (B) Curriculum planning, curricular and instructional modifications,
54 adaptations, and specialized strategies and techniques;

55 (C) Assistive technology; and

56 (D) Inclusive educational practices, including, but not limited to,
57 collaborative partnerships;

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

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

65 (9) Steps to assess the impact of the implementation of the plan
66 developed pursuant to this section on school readiness programs,
67 elementary and secondary schools and institutions of higher
68 education.

69 (c) Not later than February 1, 2009, the Commissioner of Education
70 and Chancellor of the Connecticut State University System, or their
71 designees, shall, in accordance with the provisions of section 11-4a of
72 the general statutes, report recommendations developed pursuant to
73 this section to the joint standing committees of the General Assembly

- 74 having cognizance of matters relating to education, public health and
- 75 higher education.

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

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
Department of Developmental Services; Education, Dept.	GF - None	None	None

Note: GF=General Fund

Municipal Impact: None

Explanation

The bill requires the Commissioners of Education and Developmental Services, 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 Commissioners of Education and Developmental Services, 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, Department of Developmental Services, or other entities required to consult.

House "A" adds the Commissioner of Developmental Services to the underlying bill, as well as entities required to consult, including: the constituent units of the state system of higher education, independent colleges and universities, the State Education Resource

Center, and the regional educational service centers. The amendment is not anticipated to result in a fiscal impact.

The Out Years

The annualized ongoing fiscal impact identified above would continue into the future subject to inflation.

OLR Bill Analysis

sHB 5590 (as amended by House "A")

***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)

Higher Education and Employment Advancement Committee

Joint Favorable

Yea 14 Nay 2 (04/17/2008)