



General Assembly

**Substitute Bill No. 5590**

February Session, 2008

\*        HB05590ED        031908        \*

**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.