

[Autism Internet Modules](#)

Available for state continuing education clock hours: December 1, 2016 through May 1, 2017

State Continuing Education Clock Hours to be earned: Minimum of 3 hours and a maximum of 72 hours

Location: Online 24 hours a day, 7 days a week, <http://www.autisminternetmodules.org/>

Manager of Instruction: Dr. Frances Paris, Charlevoix-Emmett ISD

Presenters of the Autism Internet Modules are listed below with a detailed description of the content of the modules.

State Continuing Education Clock Hours (SCECHs): A minimum of three hours and a maximum of 72.0 hours may be approved. The participant may complete up to four modules per week.

Goal:

1. The participants will demonstrate understanding of autism and interventions & supports for students with ASD by earning 80% or greater accuracy on the posttest that follows each unit.
2. To accomplish a deeper understanding, the learning will be paced. Posttests are automatically graded and dated when completed. The participants may complete a maximum of four modules per week.



AUTISM INTERNET MODULES
Linking research to real life.

Forty-five multi-media modules were developed by the [Ohio Center for Autism and Low Incidence \(OCALI\)](#) in partnership with the Autism Society of America (ASA), the Nebraska Autism Spectrum Disorders Network, the National Professional Development Center on Autism Spectrum Disorders and Toronto's Geneva Centre for Autism. This series of online learning modules includes information on assessment and identification of ASD, recognizing and understanding behaviors and characteristics, transition to adulthood, employment, and numerous evidence-based practices and interventions.

All module content was written by ASD experts from across the U.S., including the Arizona Department of Education, the Indiana Resource Center for Autism, and the University of Miami Center for Autism and Related Disorders. In addition, OCALI staff members have designed each module to be consistent with research on how adults learn; information is presented at a universal reading level, and interactive activities both reinforce knowledge and teach learners how to make the latest research applicable to real life. OCALI staff determined a reasonable estimate of time for completion of each unit. You can only earn the time provided. Please follow the guideline provided.

To earn state continuing education clock hours (SCECHs):

- Go to the AIM website at <http://www.autisminternetmodules.org/>. The website is accessible 24 hours a day, seven days a week.
- Register at the website with a username and password.
- Select and complete modules that best serve your professional interest.
- Document the time using the log provided with these materials.
- Complete a posttest for that module.
- Download and printout the results of the posttest. It will contain your username and date with percentage correct. Save the posttest to mail in with all other posttests in one package.
- When done with the modules, sign the log and complete the verification form (included in these materials).
- 4 modules per week are eligible for SCECHs.
- Earn a minimum of 3 hours and a maximum of 72 hours.
- Earn only the time permitted for each module as estimated by OCALI staff. See descriptions that follow in these materials.
- Collect the posttests that include the website generated participant's name, a date between December 1, 2016 and May 1, 2017 and a score of 80% correct or higher to be eligible for state continuing education clock hours.
- Mail the package to the address listed at the bottom of the verification form

Direct your questions or concerns to Dr. Paris at 231.547.9947 or parisf@charemid.org. The signed log, completed verification form and posttests will be reviewed by Dr. Paris.

Autism Internet Modules

Maximum time to be credited	MODULES (45)
2 hours	1. Antecedent-Based Interventions
2 hours	2. ASD-4-EI: What Early Interventionists Should Know
1 hour	3. Assessment for Identification
1 hour	4. Autism and Medication
1 hour	5. Autism and the Biopsychosocial Model
1.5 hours	6. Cognitive Differences
3 hours	7. Comprehensive Program Planning for Individuals with ASD
2 hours	8. Computer-Aided Instruction
1.5 hours	9. Customized Employment
2 hours	10. Differential Reinforcement
1.5 hours	11. Discrete Trial Training
1.5 hours	12. Extinction
1.5 hours	13. Functional Assessment of Behavior
1.5 hours	14. Functional Communication Training
0.5 hours	15. Home Base
1.5 hours	16. Language and Communication
2 hours	17. Naturalistic Intervention
1.5 hours	18. Overview of Social Skills Functioning and Programming
2 hours	19. Parent-Implemented Intervention
2 hours	20. Peer-Mediated Instruction and Intervention (PMII)
2.5 hours	21. Picture Exchange Communication System (PECS)
3.0 hours	22. Pivotal Response Training (PRT)
1 hour	23. Preparing Individuals for Employment
2.5 hours	24. Prompting
3 hours	25. Reinforcement
2 hours	26. Response Interruption/Redirection
2 hours	27. Restricted Patterns of Behavior, Interests and Activities
1 hour	28. Rules and Routines
1.5 hours	29. Screening Across the Lifespan for Autism Spectrum Disorders
2 hours	30. Self-Management
1 hour	31. Sensory Differences
1 hour	32. Social Narratives
1.5 hours	33. Social Skills Groups
1 hour	34. Social Supports for Transition-Aged Individuals
1.5 hours	35. Speech Generating Devices (SGD)
1 hour	36. Structured Teaching
1 hour	37. Structured Work Systems and Activity Organization
1 hour	38. Supporting Successful Completion of Homework
2 hours	39. Task Analysis
1.5 hours	40. Employee with Autism
0.5 hour	41. The Incredible 5-Point Scale
2 hours	42. Time Delay
1 hour	43. Transitioning Between Activities
1.5 hours	44. Video Modeling
1.5 hours	45. Visual Supports

Description of the Modules

Antecedent-based interventions (ABI) comprise an evidence-based practice derived from applied behavior analysis (ABA) and are used to address both interfering (e.g., disruptive, repetitive, stereotypical) and on-task behaviors. This module will provide information on ABI.

SCECHs: 2 hours

Author: [Jennifer Neitzel, Ph.D.](#)

Contributor: National Professional Development Center on ASD

ASD-4-EI: What Early Interventionists Should Know Early interventionists are increasingly likely to encounter a child under age 3 who (a) has been diagnosed with an autism spectrum disorder (ASD), (b) is in the process of being diagnosed, or (c) is showing red-flag behaviors that are of concern to the family and/or professionals. This module describes what early interventionists need to know from beginning to end: from initial concerns and red flags through the diagnostic process, to understanding what evidence-based early intervention could and should look like.

SCECHs: 2 hours

Author: [Marilyn Espe-Sherwindt, Ph.D.](#)

Contributor: Ohio Department of Developmental Disabilities

Assessment for Identification-School personnel along with their parent partners struggle when addressing eligibility for special education services under the categorical label of "autism". This module will provide foundations for understanding assessment for identification and eligibility of autism and hopefully provide some guidance to school teams.

SCECHs: 1 hour

Authors: [Barry Grossman, Ph.D.](#), [Ruth Aspy, Ph.D.](#)

Autism and Medication- Healthcare providers may prescribe medication to manage the symptoms of ASD. No medication can cure ASD; however, medication can alleviate some behavioral symptoms. This module will describe medications and their purpose, plus identify ways for family and staff to collaborate and communicate with health care professionals.

SCECHs: 1 hour

Author: Neelkamal Soares, MD

Autism and the Biopsychosocial Model: Body, Mind, and Community

Autism spectrum disorders are complex in terms of manifestation, and known to affect the whole body. With the array of co-occurring conditions, prudence promotes looking at the body, mind, and environment when diagnosing and treating ASD. This module defines the biopsychosocial model and examines how this whole-body approach impacts care for people with ASD and other disabilities.

SCECHs: 1 hour

Authors: [Kevin Aldridge, M.A.](#), [Lara Palay, MSW, LISW-S](#)

Contributor: [Ali Carine, D.O.](#)

Cognitive Differences Most individuals with ASD have some unevenness in cognitive abilities - some cognitive area in which skills have not developed to the expected level, contrasted with other areas of cognitive functioning that are at or above age level. Indeed, atypical cognitive processing often underlies the challenges experienced by individuals with ASD. This module describes these cognitive differences and discusses their impact on behavior and learning.

SCECHs: 1 1/2 hours

Author: [Ruth Aspy, Ph.D.](#)

Comprehensive Program Planning for Individuals with Autism Spectrum Disorders is a process that encourages parents and professionals to work collaboratively to address the multi-faceted needs of children with an autism spectrum disorder (ASD). The process empowers a team to develop an individualized intervention plan based upon underlying deficits and student strengths, which is then implemented throughout the school day, and across all school settings. This module will provide an overview of the process and tools that can be used as teams work to complete the development of a comprehensive plan for a student with ASD.

SCECHs: 3 hours

Authors: [Amy Bixler Coffin, M.S.](#), [Barry Grossman, Ph.D.](#), [Brenda Smith Myles, Ph.D.](#), [Chris Filler, RN, BSN](#), [Denise Sawan Caruso, M.S.](#), [CCC/SLP](#), [Julie Short, M.A.](#), [Ruth Aspy, Ph.D.](#), [Shawn A. Henry, M.Ed.](#), [Wendy Szakacs, M.S.](#)

Computer-aided instruction (CAI) is focused on the use of computers to teach academic skills as well as to promote communication and language development and skills. This module will provide information on computer-aided instruction.

SCECHs: 2 hours

Author: [Lana Collet-Klingenberg, Ph.D.](#)

Contributor: [National Professional Development Center on ASD](#)

Customized employment is a "negotiation" between the job seeker, his or her representative, and the employer. *Negotiation* differs from the traditional approach of applying, interviewing, orientation, and working. The negotiation is the very process itself, often beginning with only the potential of employment. Customized employment is not a program, but a set of principles and strategies that seek positive community employment outcomes for people with complex challenges.

SCECHs: 1 1/2 hours

Differential reinforcement of other behaviors (DRO) means that reinforcement is provided for desired behaviors, while inappropriate behaviors are ignored. This module will provide information on differential reinforcement.

SCECHs: 2 hours

Author: [Laurie Vismara, Ph.D., BCBA-D](#)

Contributor: [National Professional Development Center on Autism Spectrum Disorders](#)

Discrete Trial Training is a method based on the principle of breaking behavior down into small (discrete) steps that have a clear beginning, middle and end. This module will provide information on the evidence-based intervention discrete trial training (DTT).

SCECHs: 1 1/2 hours

Authors: [Jennifer Bogin, BCBA](#), [Lisa Sullivan, Ph.D.](#), [Sally Rogers, Ph.D.](#)

Contributor: [National Professional Development Center on Autism Spectrum Disorders](#)

Extinction is a procedure based on the principles of Applied Behavior Analysis (ABA) in which reinforcement of a previously reinforced behavior is discontinued.

SCECHs: 1 1/2 hours

Contributor: [National Professional Development Center on Autism Spectrum Disorders](#)

Functional Assessment of Behavior (FBA) is a process for learning the purpose of challenging behavior for a person. Environmental variables that control and maintain the challenging behavior are identified in this process. The data from the FBA is the basis for designing an intervention plan. The steps of the FBA process are identified and the tools and guidelines for completing the process are provided.

SCECHs: 1 1/2 hours

Author: Robert Pennington, Ph.D., BCBA-D

Contributor: Wendy Szakacs, MS

Functional communication training (FCT) is a practice that emerged from the research on functional behavioral assessment (FBA).

SCECHs: 1 1/2 hours

Author: [Ellen Franzone, M.S.](#)

Contributor: [National Professional Development Center on ASD](#)

Home Base--Daily life is full of stress and anxiety that requires regulation of our emotions. Individuals with ASD have difficulty regulating their emotions. This module will define Home Base, a strategy that may prove helpful. Specific examples across settings and age groups will be provided.

SCECHs: 30 minutes

Author: [Amy Bixler Coffin, M.S.](#)

Language & Communication--Impairments in the development of social and communication skills profoundly impact every aspect of an individual's ability to learn and function. This module will address two aspects of ASD: language and communication characteristics.

SCECHs: 1 1/2 hours

Author: [Dr. Kathleen Quill](#)

Naturalistic intervention is a collection of practices including environmental arrangement, interaction techniques, and strategies based on applied behavior analysis principles. This module will provide information on naturalistic intervention.

SCECHs: 2 hours

Author: [Ellen Franzone, M.S.](#)

Contributor: [National Professional Development Center on ASD](#)

Overview of Social Skills Functioning & Programming provides an overview of common social skill deficits in individuals with autism spectrum disorders (ASD) and the importance of distinguishing between skill acquisition deficits and performance deficits. The module also discusses methods for assessing social skills and social competence. Finally, it provides a summary of social skill strategies that have been empirically examined.

SCECHs: 1 1/2 hours

Author: [Scott Bellini, Ph.D.](#)

Contributor: [Easter Seals, Wendy Szakacs, M.S.](#)

Parent-implemented intervention, teaches parents to use individualized intervention practices with their child to help them acquire/increase skills and/or decrease interfering behaviors associated with ASD. This involves a multi-step process that includes determining needs of the family, outlining goals, developing an intervention plan, and training parents to apply the intervention. This module defines each step of the process, discusses procedures and practices, and provides examples to be used as models using this evidence-based intervention.

SCECHs: 2 hours

Author: [Dawn R. Hendricks, Ph.D.](#)

Contributor: [National Professional Development Center on ASD](#)

Peer-Mediated Instruction & Intervention-Social impairment is one of the most predominant features of autism spectrum disorders (ASD). Peer-mediated instructional approaches can address social concerns. This module will explain Peer-Mediated Instruction and Intervention (PMII) and provide concrete examples and steps for implementation.

SCECHs: 2 hours

Author: [Jennifer Neitzel, Ph.D.](#)

Contributor: [National Professional Development Center on ASD](#)

The **Picture Exchange Communication System (PECS)** is a behaviorally based intervention that teaches the learner to use visual-graphic symbols to communicate with others (Bondy & Frost, 1994; Frost & Bondy, 2002). This module will provide information on this augmentative and alternative communication system.

SCECHs: 2 1/2 hours

Author: [Lana Collet-Klingenberg, Ph.D.](#)

Contributors: [Andy Bondy, Ph.D. and Lori Frost, M.S., CCC/SLP, National Professional Development Center on Autism Spectrum Disorders](#)

Pivotal Response Training (PRT) is a research-based model with the ultimate goal of providing individuals with autism with the social and educational proficiency to have access to a high quality of life in home, school, and community (Koegel, Koegel, Harrower, & Carter, 1999; Nfedt, Koegel, Singer, & Gerber, 2010). This module describes the framework, how it can be implemented, teaching strategies across age levels, and the evidence base for PRT.

SCECHs: 3 hours

Author: Laurie Vismara, Ph.D.

Contributor: [National Professional Development Center on ASD](#)

Preparing Individuals for Employment-Research has shown poor employment outcomes for individuals with autism. This module explains strategies to support persons with autism in the transition process from school to employment so they have an opportunity for a better outcome.

SCECHs: 1 hour

Author: [Madeline Rosenshein, M.Ed.](#)

Prompting procedures include any help given to learners with autism spectrum disorders (ASD) that assist them in using a specific skill. This module provides information on three types of prompting and can be completed in chunks to make it more manageable.

SCECHs: 2 1/2 hours

Author: [Jennifer Neitzel, Ph.D.](#)

Contributor: [National Professional Development Center on ASD](#)

Reinforcement is an evidence-based practice that increases the likelihood that a learner uses a particular behavior in the future. This module will provide information on reinforcement.

SCECHs: 3 hours

Author: [Jennifer Neitzel, Ph.D.](#)

Contributor: [National Professional Development Center on ASD](#)

Response interruption/redirection (RIR) is an evidence-based practice used to decrease interfering behaviors, predominantly those that are repetitive, stereotypical, and/or self-injurious. This module will provide information on RIR.

SCECHs: 2 hours

Author: [Jennifer Neitzel, Ph.D.](#)

Contributor: [National Professional Development Center on ASD](#)

Restricted Patterns of Behavior, Interests, and Activities are one of the primary characteristics of ASD. Individuals with ASD have a need for things to stay the same, as demonstrated by their repetitive patterns of behavior, interests, and activities. This module will define this core deficit area; describe and explain intense interests, routines and rituals, and repetitive motor behaviors; and give ways to use these patterns of behavior for positive change in persons with ASD.

SCECHs: 2 hours

Author: [Wendy Szakacs, M.S.](#)

Defined **rules and routines** are important components of educational programming for all students, but particularly for individuals with ASD. This module will focus on rules and routines.

SCECHs: 1 hour

Authors: [Christi Carnahan, Ed.D.](#), [Kate Snyder](#)

Self-management interventions help individuals learn to independently regulate their behaviors and act appropriately in a variety of home-, school-, and community-based situations. This module will focus on self-management interventions.

SCECHs: 2 hours

Author: [Jennifer Neitzel, Ph.D.](#)

Contributor: [National Professional Development Center on ASD](#)

Sensory Differences Each day we are exposed to thousands of sensory experiences through our senses of vision, hearing, touch, movement, smell, taste, and proprioception. Some individuals with ASD find these experiences to be confusing and overwhelming. This module focuses on the senses, how our bodies use sensory information to contribute to and support critical life functions, regulate level of alertness, and facilitate engagement in meaningful life activities; also sensory differences that may be present in persons with ASD and how they may impact their day-to-day performance.

SCECHs: 1 hour

Authors: [Jan Rogers, OTR/L, ATP](#), [Julie Short, M.A.](#)

Contributors: [Easter Seals](#), [Wendy Szakacs, M.S.](#)

Social narratives and supports, such as: Social Stories, Power Cards, Cartooning, and Comic Strip Conversations are described.

SCECHs: 1 hour

Author: [Annette Wragge, M.S.](#)

Contributor: [National Professional Development Center on ASD](#)

Social skills groups (SSG) are used to teach individuals with autism spectrum disorders (ASD) ways to appropriately interact with typically developing peers. Most SSG meetings include instruction, role-playing or practice, and feedback to help learners with ASD acquire and practice skills to promote positive social interactions with peers. This module provides information on social skills groups (SSG).

SCECHs: 1 1/2 hours

Authors: [Kate Szidon, M.S.](#), [Lana Collet-Klingenberg, Ph.D.](#)

Contributor: [National Professional Development Center on Autism Spectrum Disorders](#)

Social Supports for Transition-Aged Individuals Transitioning from school to adult life is a time of significant change and heightened stress. However, because resistance to change and delayed social development are common characteristics of individuals with autism spectrum disorders (ASD), transition can be particularly frustrating. This module explores social program models designed to address the specific needs of transition-aged individuals with ASD and their families. It will highlight some examples available in Ohio.

SCECHs: 1 hour

Author: [Tom Fish, Ph.D.](#)

Contributor: [The Ohio State University Nisonger Center](#)

Screening Across the Lifespan for Autism Spectrum Disorders It is crucial that those who work with school-age children and older individuals understand how to screen and detect signs of an ASD. This module provides information about screening processes and tools for individuals at risk for ASD and those who experience global developmental delays. It reviews the important components of global developmental and targeted, ASD-specific measures, as well as the importance of universal screening processes, that is, screening all children for possible delays.

SCECHs: 1 1/2 hours

Author: [Annette Wragge, M.S.](#)

A **Speech Generating Device (SGD)** is an aided assistive/augmentative communication system that produces speech when activated by a learner. This module will provide information on SGDs.

SCECHs: 1 1/2 hours

Authors: [Ellen Franzone, M.S.](#), [Lana Collet-Klingenberg, Ph.D.](#)

Contributor: [National Professional Development Center on Autism Spectrum Disorders](#)

Structured Teaching is defined and described. Structured teaching is a visually based approach to creating highly structured environments that support individuals with autism. Structured teaching can be used across environments, such as home, school, or work.

SCECHs: 1 hour

Author: [Christi Carnahan, Ed.D.](#)

Contributor: [Wendy Szakacs, M.S.](#)

Structured Work Systems & Activity Organization: Environments that provide clear expectations and predictable routines promote increased engagement and on-task behavior for individuals with ASD. Work systems are often part of these environments. This module will define structured work systems and provide specific examples for use.

SCECHs: 1 hour

Author: [Christi Carnahan, Ed.D.](#)

Supporting Successful Completion of Homework-This module discusses challenges that individuals with ASD face with regard to homework. It provides some strategies and tools to address unique challenges with organization, sensory needs, and academic differences. Tools are provided.

SCECHs: 1 hour

The Employee with Autism This module targets vocational rehabilitation staff and others providing disability employment services and covers the basic features of ASD in adults that are relevant to the workplace and to the provision of employment services. This module is an adaptation of a much longer reference work titled *Adult Autism and Employment: A Guide for Vocational Rehabilitation Professionals* (Standifer, 2009).

SCECHs: 1 1/2 hours

Author: [Scott Standifer, Ph.D.](#)

Contributor: [Ohio Department of Developmental Disabilities](#)

Task analysis is the process of breaking a skill into smaller, more manageable steps in order to teach the skill. As the smaller steps are mastered, the learner becomes increasingly independent in his or her ability to perform the larger skill. This module will provide information on task analysis.

SCECHs: 2 hours

Authors: [Ellen Franzone, M.S.](#), [Kate Szidon, M.S.](#)

Contributor: [National Professional Development Center on Autism Spectrum Disorders](#)

The Incredible 5-Point Scale--Many individuals with autism spectrum disorder struggle with social skills and knowing how their behavior affects others. This module explains [The Incredible 5-Point Scale](#) (Dunn-Buron & Curtis, 2003), a visual representation of a social behavior, an emotion, or an abstract idea, and how it can support persons with autism.

SCECHs: 30 minutes

Authors: [Amy Bixler Coffin, M.S.](#), [Sheila M. Smith, Ph.D.](#)

Contributor: [Autism Asperger Publishing](#)

Time delay is a response-prompting procedure that focuses on fading the use of prompts during instructional activities. This module will provide information on time delay.

SCECHs: 2 hours

Author: [Jennifer Neitzel, Ph.D.](#)

Contributor: [National Professional Development Center on ASD](#)

Transitions are a part of everyday life. They occur frequently, requiring individuals to stop an activity, move from one location to another, and begin something new. This process is difficult for individuals with ASD. This module will define transition strategies and provide specific examples that can be used as models.

SCECHs: 1 hour

Author: [Kara Hume, Ph.D.](#) **Contributor:** [Indiana Resource Center for Autism](#)

Video modeling is a teaching method that uses assistive technology (computers, digital cameras, etc.) as the core component of instruction. Video modeling is an evidence-based practice for teaching individuals with ASD and other disabilities. It has been used to teach a wide range of behaviors, including social/emotional skills, adaptive behavior, life skills, academics, and play skills. **SCECHs**

SCECHs: 1 1/2 hours

Author: [Paul LaCava, Ph.D.](#)

Visual Supports--Research has shown that individuals with ASD demonstrate strength in visual learning. Visual supports organize a sequence of events, enhancing the student's ability to understand, anticipate, and participate in those events. This module will define visual supports and provide specific examples of their use.

SCECHs: 1 1/2 hours

Author(s): [Sheila M. Smith, Ph.D.](#)

Autism Internet Modules Log

Time	MODULES	Posttest Result	Date Completed
	Antecedent-Based Interventions		
	ASD-4-EI: What Early Interventionists Should Know		
	Assessment for Identification		
	Autism and Medication		
	Autism and the Biopsychosocial Model		
	Cognitive Differences		
	Comprehensive Program Planning for Individuals with ASD		
	Computer-Aided Instruction		
	Customized Employment		
	Differential Reinforcement		
	Discrete Trial Training		
	Extinction		
	Functional Behavior Assessment		
	Functional Communication Training		
	Home Base		
	Language and Communication		
	Naturalistic Intervention		
	Overview of Social Skills Functioning and Programming		
	Parent-Implemented Intervention		
	Peer-Mediated Instruction and Intervention (PMII)		
	Picture Exchange Communication System (PECS)		
	Pivotal Response Training (PRT)		
	Preparing Individuals for Employment		
	Prompting		
	Reinforcement		
	Response Interruption/Redirection		
	Restricted Patterns of Behavior, Interests and Activities		
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	Screening Across the Lifespan for ASD		
	Self-Management		
	Sensory Differences		
	Social Narratives		
	Social Skills Groups		
	Social Supports for Transition-Aged Individuals		
	Speech Generating Devices (SGD)		
	Structured Teaching		
	Structured Work Systems and Activity Organization		
	Supporting Successful Completion of Homework		
	Task Analysis		
	Employee with Autism		
	The Incredible 5-Point Scale		
	Time Delay		
	Transitioning Between Activities		
	Video Modeling		
	Visual Supports		

I verify that I completed the Autism Internet Modules, logged my time to complete the module and submitted the dated corresponding posttest results for the module at 80% accuracy or higher. I understand that maximum hours for completion are set according to the estimated time provided by OCALI. I completed no more than four modules per week between December 1, 2016 and May 1, 2017. I am submitting documentation for at least 3 hours and not more than 72 hours. The signed, dated and completed verification form is enclosed.

Name _____ Signature _____
(please print)



**State Continuing Education Clock Hours (SCECHs)
PARTICIPATION VERIFICATION FORM
ONLINE COURSE**

This form must be completed and submitted to the SCECHs sponsor for eligible participants to receive State Continuing Education Clock Hours (SCECHs) for participation in the following activity:

Online Course Title: Autism Internet Modules
Beginning Date: December 1, 2016
Ending Date: May 1, 2017

To earn SCECHs for this course, the program facilitator must submit the following to the SCECHs sponsor no later than 30 days from the ending date of this program.

- ✓ A completed copy of this form signed by the participant and the program facilitator.
- ✓ An accurate log of time on-line recorded between the beginning date and ending date of enrollment.
- ✓ Documentation of completion of requirements.

Your SCECHs will be uploaded to the Michigan Online Educator Certification System (MOCES) and awarded after completion of a common evaluation and payment of fees, if applicable.

PRINT ALL INFORMATION – INCOMPLETE FORMS WILL BE RETURNED

Name: _____ Address: _____ City/State/Zip: _____ Phone: _____	E-mail: _____ Personal Identification Code (PIC) # _____ <i>(The PIC# is now mandatory. To find your PIC number, log on to the MDE MOECS system.)</i>
Name of School District or agency: _____	Number of Module hours completed: _____ <i>(minimum of 3 hours required to earn SCECHs)</i>
Beginning Date of Professional Activity: 12/1/2016	Completion Date of Professional Activity: 5/1/2017

Participant Signature: _____ Date: _____

I certify the criteria to receive SCECHs for the above activity has been met and the required documentation including an accurate log of time on-line and documentation of completion has been reviewed and is attached to this form.

Program Facilitator: _____ Date: _____

Advisory: *It is a criminal offense to use or attempt to use a SCECH transcript or certificate of completion that is fraudulently obtained, altered, or forged to obtain and/or maintain school administrator, teacher and/or school psychologist certification or other State Board of Education approval.*

Return this form and documentation (log and posttests) within 30 days of the class end date to:

Char-Em ISD SCECHs Coordinator
 08568 Mercer Blvd.
 Charlevoix, MI 49720