

**NYS OPWDD Autism Training Curriculum – Training Module Duration & Staff Level**

<b>Module/Chapter/Part</b>	<b>Description</b>	<b>Duration in Minutes</b>	<b>Suggested Staff Level</b>
			<b>(KEY:</b> <b>Intro – Introductory</b> <b>Inter – Intermediate</b> <b>Adv – Advanced</b> <b>Tr/Sup – Trainer/Supvsr</b>
<b>MODULE 1</b>	<b>OVERVIEW OF AUTISM IN ADOLESCENTS AND ADULTS</b>		
➤ Chapter 1.1	<i>Introduction to Autism</i>	7	Intro, Tr/Sup
➤ Chapter 1.2	<i>Specific Deficits in Autism</i>	13	Intro, Tr/Sup
➤ Chapter 1.3	<i>Comorbidity</i>	7	Adv, Tr/Sup
<b>MODULE 2</b>	<b>KEY COMPONENTS IN RESIDENTIAL SERVICE PROVISION</b>		
➤ Chapter 2.1	<i>Staff Stress and Stress Management</i>		
• Part 1	Key Components of Stress and Burnout	7	Inter, Tr/Sup
• Part 2	Effective Coping Mechanisms	12	Inter, Tr/Sup
➤ Chapter 2.2	<i>Functional Behavioral Assessment</i>		
• Part 1	Enhancing Staff Communicating Using Functional Behavioral Assessment	25	Inter, Tr/Sup
• Part 2	Advanced Clinical Applications of Functional Behavioral Assessments	10	Adv, Tr/Sup
➤ Chapter 2.3	<i>Core Elements for Enhancing Quality of Life</i>	9	Inter, Tr/Sup
➤ Chapter 2.4	<i>Social Networks and Personal Choice</i>	8	Inter, Adv,Tr/Sup
<b>MODULE 3</b>	<b>SKILL DEVELOPMENT AND LEARNING FOR LIFE</b>		
➤ Chapter 3.1	<i>How Individuals with Autism Learn and Adapt</i>	13	Intro, Tr/Sup
➤ Chapter 3.2	<i>Basic Components of Effective Skill Development</i>		
• Part 1	Positive and Negative Reinforcement	8	Intro, Tr/Sup
• Part2	Deceleration: Issues and Terminology	7	Intro, Tr/Sup
• Part 3	Extinction	6	Intro, Tr/Sup
• Part 4	Token Economy	8	Intro, Tr/Sup
• Part 5	Stimulus Control and Establishing Operations	5	Adv, Tr/Sup
• Part 6	Prompting	4	Intro, Tr/Sup
• Part 7	Fading	3	Intro, Tr/Sup
• Part 8	Shaping	6	Intro, Tr/Sup
• Part 9	Task Analysis and Chaining	6	Inter, Tr/Sup
• Part 10	Generalization and Maintenance	6	Intro, Tr/Sup

➤ Chapter 3.3	<i>Additional Supports for Skill Development</i>		
• Part 1	Structural and Visual Supports	10	Inter, Tr/Sup
• Part 2	Schedules and Transitional Supports	14	Inter, Tr/Sup
<b>MODULE 4</b>	<b>MENTORING AND EVALUATING INDIVIDUAL PROGRESS – CONCEPTUAL OVERVIEW AND IMPLEMENTATION</b>		
➤ Chapter 4.1	<i>Monitoring and Evaluating</i>	10	Intro, Tr/Sup
➤ Chapter 4.2	<i>Evaluation Methods Practice and Feedback</i>	17	Adv, Tr/Sup
➤ Chapter 4.3	<i>Individualization of Program Goals and Behavior Supports</i>	15	Inter, Tr/Sup
<b>MODULE 5</b>	<b>COMMUNICATION IN SOCIAL INTERACTION</b>		
➤ Chapter 5.1	<i>Conceptual Introduction</i>		
• Part 1	Effective Communication and Quality of Life	17	Intro, Tr/Sup
• Part 2	Supporting Functional, Intentional and Spontaneous Communication	9	Inter, Tr/Sup
➤ Chapter 5.2	<i>Strategies for Intervention</i>		
• Part 1	Functional Speech and Augmentative Communication	21	Adv, Tr/Sup
• Part 2	Expanding Vocabulary	24	Adv, Tr/Sup
➤ Chapter 5.3	<i>Programmatic Issues</i>		
• Part 1	Challenges in Implementing Communication Programs	21	Inter, Tr/Sup
• Part 2	Common Barriers in the Development of Communication	19	Adv, Tr/Sup
• Part 3	Communication Fluency	19	Adv, Tr/Sup
<b>MODULE 6</b>	<b>ISSUES IN RELATIONSHIPS AND SEXUALITY</b>		
➤ Chapter 6.1	<i>Conceptual Introduction</i>	19	Intro, Tr/Sup
➤ Chapter 6.2	<i>Strategies for Intervention</i>		
• Part 1	Skill Building	26	Inter, Tr/Sup
• Part 2	Functional Transition Programming	14	Adv, Tr/Sup
➤ Chapter 6.3	<i>Programmatic Issues</i>		
• Part 1	Social Skills Deficits and Sexuality	25	Inter, Tr/Sup
• Part 2	Generalizing Skills Across Settings	15	Adv, Tr/Sup