

112<sup>TH</sup> CONGRESS  
2<sup>D</sup> SESSION

# H. R. 5195

To establish a 5-year demonstration program to provide skills to classroom teachers and staff who work with children with autism spectrum disorders.

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## IN THE HOUSE OF REPRESENTATIVES

APRIL 27, 2012

Mr. MORAN (for himself and Mr. DOYLE) introduced the following bill; which was referred to the Committee on Education and the Workforce

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## A BILL

To establish a 5-year demonstration program to provide skills to classroom teachers and staff who work with children with autism spectrum disorders.

1        *Be it enacted by the Senate and House of Representa-*  
2        *tives of the United States of America in Congress assembled,*

3        **SECTION 1. SHORT TITLE.**

4        This Act may be cited as the “Autism Understanding  
5        and Training in School Methodologies for Educators Act  
6        of 2012”.

7        **SEC. 2. FINDINGS.**

8        The Congress finds as follows:

9                (1) Autism is a group of complex developmental  
10        brain disorders collectively referred to as Autism

1 Spectrum Disorders (ASDs) that can cause a wide  
2 range of symptoms, skills, and levels of impairment  
3 including social, communication and behavior  
4 changes.

5 (2) Autism spectrum disorders are also referred  
6 to as pervasive developmental disorders and include  
7 subcategories of classic autism with ranges from  
8 high functioning autism (HFA) to low functioning  
9 autism, Asperger syndrome, and pervasive develop-  
10 mental disorder, not otherwise specified (PDD-  
11 NOS), as well as more severe cases of Rhett Syn-  
12 drome and Child Disintegrative Disorder.

13 (3) Autism affects an estimated 1 in 88 chil-  
14 dren by age 8 and 1 in 54 boys.

15 (4) An estimated 1,500,000 individuals in the  
16 United States are affected by autism.

17 (5) More children will be diagnosed with autism  
18 this year than with AIDS, diabetes, and cancer com-  
19 bined.

20 (6) Autism is the fastest growing serious devel-  
21 opmental disability in the United States.

22 (7) Autism costs the Nation over  
23 \$35,000,000,000 per year, a figure expected to sig-  
24 nificantly increase in the next decade.

1           (8) Boys are five times more likely than girls to  
2           have autism.

3           (9) There is currently no medical cure for au-  
4           tism, but there are evidence-based educational meth-  
5           ods proven to be effective in improving outcomes for  
6           students with autism and research demonstrating  
7           the benefits of routine and consistency.

8           (10) The least restrictive environment for edu-  
9           cating students with autism spectrum disorder, in-  
10          cluding, but not limited to, students with high func-  
11          tioning autism, Asperger syndrome, and PDD–NOS,  
12          often is best achieved by enrollment in a general  
13          education classroom with proper support.

14          (11) General education classroom teachers and  
15          staff often are not adequately trained to work effec-  
16          tively with students with autism spectrum disorders,  
17          who have a wide diversity of characteristics, al-  
18          though such skills may be attained through qualified  
19          training programs and may be relatively easy to im-  
20          plement in school settings.

21          (12) Training general education classroom  
22          teachers and staff to implement evidence-based prac-  
23          tices for educating students with autism spectrum  
24          disorders with accuracy and fidelity will help provide

1 for best possible outcomes not only for students with  
2 autism, but also for other students in the classroom.

3 (13) Children with autism in highly transient  
4 families, such as the military (where the rate of chil-  
5 dren on the spectrum is even higher) and foreign  
6 service families, often face additional challenges in  
7 the public education system because of frequent  
8 changes in the family's geographic duty station or a  
9 parent's deployment, which can interrupt the provi-  
10 sion of appropriate interventions and continuity of  
11 effective educational methods.

12 (14) In school districts that have a large popu-  
13 lation of transient families or that border military  
14 bases it is especially important to have staff who are  
15 highly trained to provide effective services and build  
16 a proven track record of academic achievement in  
17 serving students with autism.

18 **SEC. 3. DEMONSTRATION PROGRAM AUTHORIZED.**

19 (a) AUTHORIZATION OF GRANT PROGRAM.—The  
20 Secretary is authorized to carry out a demonstration grant  
21 program to award grants to eligible entities to enable such  
22 entities to accomplish the purposes described in subsection  
23 (b).

24 (b) PURPOSES.—A grant provided under this section  
25 shall be used for the following purposes within schools pro-

1 viding education to children in grades pre-kindergarten  
2 through 12:

3           (1) Providing evidence-based, in-service training  
4           to teachers, paraprofessionals, and other staff on ef-  
5           fective ways to teach, communicate, recognize, sup-  
6           port, and interact with children with autism spec-  
7           trum disorder in the classroom and related school  
8           settings. Training on providing effective support in-  
9           cludes but is not limited to academic support, behav-  
10          ioral support, communication support, social emo-  
11          tional support, and facilitating positive peer inter-  
12          actions and social skills.

13          (2) Providing technical assistance consisting of  
14          consultation on the type of training needed, hands-  
15          on opportunities to practice and perform newly ac-  
16          quired skills and methodologies with fidelity, and  
17          post-training support to ensure accuracy of imple-  
18          mentation in the classroom.

19          (3) Executing strategies for recruiting and re-  
20          taining skilled personnel participating in the edu-  
21          cation of children with autism spectrum disorders.

22          (4) Implementing a program of parental sup-  
23          port and involvement in the education of students  
24          with autism spectrum disorders.

1 (c) DURATION OF GRANTS.—A grant provided under  
2 this section shall be—

3 (1) for a period of not more than 5 years, of  
4 which not more than the first 2 years shall be used  
5 for planning; and

6 (2) subject to annual approval by the Secretary  
7 and subject to the availability of appropriations for  
8 the fiscal year involved.

9 (d) LIMITATION ON ADMINISTRATIVE COSTS.—An el-  
10 igible entity may use not more than 20 percent of the  
11 funds received under this section for the administrative  
12 costs of carrying out its responsibilities under this section.

13 (e) APPLICATIONS.—To be eligible to receive a grant  
14 under this section, an eligible entity shall submit an appli-  
15 cation to the Secretary at such time, in such manner, and  
16 containing such information as the Secretary may require.

17 (f) REPORT.—The Secretary shall conduct an evalua-  
18 tion of the demonstration program authorized by this sec-  
19 tion and, not later than 1 year after the date of the com-  
20 pletion of the demonstration program, shall prepare and  
21 submit to the President and the Congress a report on such  
22 evaluation, together with recommendations for dissemina-  
23 tion and replication of the results of the program.

24 (g) DEFINITIONS.—For purposes of this section:

1           (1) The term “autism spectrum disorders  
2 (ASDs)” refers to complex disorders of brain devel-  
3 opment that can affect individuals with varying de-  
4 grees from mild to severe, and is characterized by a  
5 combination of restricted repetitive and stereotyped  
6 behaviors, interests and activities; qualitative impair-  
7 ments in social interactions; and qualitative impair-  
8 ments in verbal and nonverbal communication.

9           (2) The term “eligible entity” means an eligible  
10 local educational agency, or a consortia of such  
11 agencies, in partnership with—

12                   (A) one or more institutions of higher edu-  
13 cation; or

14                   (B) one or more nonprofit educational en-  
15 tities with documented expertise in working  
16 with children with autism.

17           (3) The term “eligible local educational agency”  
18 means a local educational agency that has no less  
19 than 10 percent of its special education population  
20 identified with autism spectrum disorders, including,  
21 but not limited to, high functioning autism,  
22 Asperger syndrome, and PDD–NOS, and have docu-  
23 mented a growth pattern in the number of these stu-  
24 dents.

1           (4) The term “institution of higher education”  
2           has the meaning given such term in section 102 of  
3           the Higher Education Act of 1965 (20 U.S.C.  
4           1002).

5           (5) The term “local educational agency” has  
6           the meaning given the term in section 9101 of the  
7           Elementary and Secondary Education Act of 1965  
8           (20 U.S.C. 7801).

9           (6) The term “Secretary” means the Secretary  
10          of Education.

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