

# Contents

<b>1</b>	<b>Rationale for COMPASS.....</b>	<b>1</b>
	Measuring Success Through Competence.....	2
	Evaluating the Effectiveness of COMPASS Through Research.....	3
	COMPASS as a Proactive Approach .....	5
	Need for an ASD-Specific Consultation Model.....	5
	Collaborative Program Planning and Program Implementation.....	7
	COMPASS as a Wrap-Around Model .....	8
<b>2</b>	<b>Theoretical Background of COMPASS .....</b>	<b>9</b>
	COMPASS as a Social, Cognitive, Behavioral Model.....	10
	Distinction Between Impairment, Disability, and Handicap .....	11
	Competence Enhancement Across the Lifespan .....	12
	Balance Between Risk and Protective Factors.....	13
	Challenges .....	13
	Supports.....	14
<b>3</b>	<b>Evaluating Your Knowledge of ASD .....</b>	<b>17</b>
	Social Validity.....	18
	Content Knowledge Versus Process Knowledge .....	18
	Skill Levels Needed by COMPASS Consultants .....	19
	Competencies for a COMPASS Consultant.....	22
	Content Knowledge.....	22
	Process Skills.....	23
	Appendix A Self-Evaluation of Competencies for Consultants and People Teaching Students with Autism Spectrum Disorders.....	25
	Area 1: Developmental Disabilities and ASD.....	25
	Area II: Inclusion, Public Policy, and the Service System.....	26
	Area III: Assessment and IEP Development for Students with ASD .....	26
	Area IV: Programming for Students with ASD.....	27
	Area V: Positive Behavior Support .....	27

Area VI: Medical Needs and Daily Living Skills .....	28
Area VII: Collaboration with Parents.....	28
Area VIII: Involvement with School Personnel .....	28
Appendix B Self-Evaluation of Process Skills Necessary for Level III COMPASS Consultation .....	29
Area 1: Explaining the Purpose and Outlining the Agenda .....	29
Area 2: Clarifying Questions and Concerns.....	29
Area 3: Keeping the Group Moving and Focused.....	29
Area 4: Involving All Participants.....	29
Area 5: Valuing All Participants' Input.....	30
Area 6: Demonstrating Sensitivity and Responsivity to Culturally Diverse Families and Teachers .....	30
Area 7: Questioning Members Effectively to Draw Ideas from Group.....	30
Area 8: Being Flexible Enough to include Unexpected Information .....	30
Area 9: Summarizing as Group Moves Along .....	31
Area 10: Concluding with a Plan for Further Action .....	31
<b>4 Other Considerations for the Consultant .....</b>	<b>33</b>
A Framework for Teacher Training .....	34
Consultant Characteristics: External Vs. Internal Consultants .....	36
Entry .....	37
Confidentiality .....	38
Evaluation of the Teacher.....	38
Willingness of Teacher to Participate .....	39
Teacher Characteristics .....	39
Accountability .....	39
Assessment .....	40
Individual Education Programs .....	40
Time.....	40
Role As Classroom Manager.....	41
Teacher As Consultant/Collaborator .....	41
Parent and Student Considerations .....	42
Student Characteristics .....	43
<b>5 Writing Effective Individual Education Programs.....</b>	<b>45</b>
Best Practices .....	46
NRC Recommendations.....	46
Federal Law.....	47
Writing Good IEP Objectives .....	47
Maintenance and Generalization .....	49
IEP Evaluation Checklist .....	49
Ways to Use the Checklist.....	50
Appendix IEP Evaluation Form.....	51
Part A: Analysis of Overall IEP .....	51

Part B: Analysis of Specific IEP Objectives.....	53
Examples of IEP Objectives for Each Indicator Described in Part A ....	55
<b>6 COMPASS Consultation Action Plan: Step A .....</b>	<b>59</b>
Step A: Activities Conducted Prior to a COMPASS Consultation .....	60
Gather Information About the Student Using COMPASS Challenges and Supports Form for Caregivers and Teachers.....	60
Complete COMPASS Challenges and Supports Joint Summary Form .....	62
Appendix A Consultant Assessment Checklist.....	63
Necessary Activities .....	63
Recommended But Not Required.....	64
Appendix B COMPASS Challenges and Supports Form for Caregivers and Teachers/Service Providers .....	65
1. Likes, Strengths, Frustrations and Fears .....	65
2. Adaptive Skills .....	67
3. Problem Behaviors .....	68
4. Social and Play Skills .....	69
5. Communication Skills .....	71
6. Sensory Challenges .....	73
7. Sensory Supports.....	75
8. Learning Skills .....	76
9. Environmental Challenges.....	77
10. Environmental Supports .....	79
11. Summary of Concerns .....	81
Appendix C Instructions for Completing COMPASS Challenges and Supports Joint Summary Form.....	82
Appendix D COMPASS Challenges and Supports Joint Summary Form.....	84
1. Student's Likes, Strengths, Frustrations and Fears.....	84
2. Personal Management/Adaptive Skills.....	86
3. Problem Behaviors* .....	87
4. Social and Play Skills .....	88
5. Communication Skills .....	89
6. Sensory Challenges .....	91
7. Sensory Supports.....	93
8. Learning Skills .....	94
9. Environmental Challenges.....	95
10. Environmental Supports .....	97
11. Summary of Concerns .....	99
<b>7 COMPASS Consultation Action Plan: Step B.....</b>	<b>101</b>
Step B: Activities During a COMPASS Consultation .....	101
Discuss COMPASS Consultation Training Packet.....	102
Discuss the COMPASS Consultation Joint Summary.....	105

Identify and Come to a Consensus on the Top Three Concerns .....	118
Write Measurable IEP Objectives for the Consensus Areas .....	122
Develop COMPASS Teaching Plans for Each Measurable Objective ...	123
Summarize and Close .....	128
Appendix A Instructions for Completing Step B of COMPASS	
Consultation Action Plan .....	129
Appendix B Abridged Protocol for Step B of the COMPASS	
Consultation Action Plan .....	130
Discuss COMPASS Consultation Training Packet.....	130
Discuss the COMPASS Consultation Joint Summary.....	131
Identify and Come to a Consensus on the Top Three Concerns .....	131
Develop COMPASS Teaching Plans for Each Measurable Objective ...	132
Summarize and Close .....	132
Appendix C COMPASS Consultation Sign-In Sheet .....	133
Appendix D COMPASS Consultation Training Packet.....	134
COMPASS: Providing Direction .....	134
Overview of Best Practices for Individualized	
Education Plan (IEP) for Students with ASD .....	136
Prioritize Teacher and Caregiver Goals and	
Write Measurable Objectives .....	137
Compass Balance Between Challenges and Supports .....	138
COMPASS Teaching Plan: Environmental Supports.....	139
COMPASS Consultation Satisfaction Questionnaire.....	140
COMPASS Consultation Fidelity Checklist .....	143
Evidence-Based Online Resources for Teachers .....	145
Recommended Web sites.....	145
Social (See Recommended Web sites for Specific URL).....	145
Communication .....	145
Learning Skills .....	146
Behavior .....	146
Self-help/Adaptive.....	146
General .....	146
<b>8 From Consultation to Coaching:</b>	
<b>Implementing Plans and Monitoring Progress .....</b>	<b>147</b>
What Is Coaching?.....	147
Is Ongoing Coaching After the Initial COMPASS Consultation	
Really Necessary? .....	149
Performance Feedback .....	150
Intervention Fidelity and Consultation Outcomes .....	150
What Skills Does a Coach Need? .....	151
COMPASS Coaching Protocol .....	152
Step 1: Observe the Student .....	153
Step 2: Review the GAS Form .....	154
Step 3: Complete Teacher Interview for Coaching Form.....	159

Step 4: Summary Activities.....	160
Step 5: Fidelity Forms and Evaluation .....	163
Terminating the Consultation.....	164
Appendix A Instructions for Completing Chapter 8 Forms.....	165
Appendix B Session 1 Coaching Protocol .....	167
Appendix C Standard COMPASS Coaching Protocol.....	168
Appendix D COMPASS Coaching Checklist .....	169
Goal Attainment Scale (GAS) Form.....	170
Appendix E Teacher Interview for Coaching Form.....	171
GAS Objective # 1.....	171
GAS Objective # 2.....	171
GAS Objective # 3.....	171
Appendix F COMPASS Coaching Feedback Form .....	172
Appendix G COMPASS Coaching Fidelity Checklist.....	173
Appendix H COMPASS Coaching Summary Template.....	174
Appendix I COMPASS Coaching Impressions Scale .....	175
Appendix J Autism Engagement Rating Scale (Classroom Version).....	176
Autism Engagement Rating Scale: Hints for Coding (Ruble et al., revised 2005) .....	177
Appendix K Teacher Engagement Rating Scale (Ruble et al., revised 2005) .....	179
Teacher Engagement Rating Scale: Hints for Coding .....	180
Appendix L Multiple Trials Data Sheet .....	182
Appendix M Activity-Based Data Sheet .....	183
<b>9 COMPASS Case Studies.....</b>	<b>185</b>
Case Study 1: Anthony .....	186
Background Information .....	186
Step A: Activities Prior to a COMPASS Consultation.....	187
Information from Direct Evaluation.....	187
Step B: Activities During a COMPASS Consultation.....	189
COMPASS Challenges and Supports Joint Summary Form.....	192
Goal Attainment Scale Form for Anthony .....	205
Teaching Plan for Objective 1 .....	206
Personal and Environmental Challenges and Supports for Teaching Plan 1 .....	207
Teaching Plan .....	207
Teaching Plan for Objective 2.....	208
Personal and Environmental Challenges and Supports for Teaching Plan 2 .....	208
Teaching Plan .....	208
Teaching Plan for Objective 3.....	209
Personal and Environmental Challenges and Supports for Teaching Plan 3.....	209
Teaching Plan .....	209

Coaching Session 1 .....	211
Step 1: Observe the Student Demonstrating Each Targeted Skill/Objective/Goal .....	212
Step 2: Review the Goal Attainment Scale Form.....	212
Step 3: Complete the Teacher Interview Form for Each Objective.....	213
Activity-Based Data Sheet .....	214
Step 4: Complete Summary Activities .....	216
Step 5: Obtain Completed Evaluation and Fidelity Forms.....	216
Coaching Session 2 .....	216
Step 1: Observe the Student Demonstrating Each Targeted Skill/Objective/Goal .....	217
Step 2: Review the Goal Attainment Scale Form.....	217
Step 3: Complete the Teacher Interview Form for Each Objective.....	217
Activity-Based Data Sheet .....	219
Step 4: Complete Summary Activities .....	219
Step 5: Obtain Completed Evaluation and Fidelity Forms.....	219
Coaching Session 3 .....	220
Step 1: Observe the Student Demonstrating Each Targeted Skill/Objective/Goal .....	220
Step 2: Review the Goal Attainment Scale Form.....	220
Step 3: Complete the Teacher Interview for Coaching Form for Each Objective .....	220
Activity-Based Data Sheet .....	221
Step 4: Complete Summary Activities .....	222
Step 5: Obtain Completed Evaluation and Fidelity Forms.....	222
Coaching Session 4 .....	222
Step 1: Observe the Student Demonstrating each Targeted Skill/Objective/Goal .....	222
Step 2: Review the Goal Attainment Scale Form.....	223
Step 3: Complete the Teacher Interview for Coaching Form for each objective .....	223
Step 4: Complete Summary Activities .....	224
Step 5: Obtain Completed Evaluation and Fidelity Forms.....	224
Final Evaluation of Progress .....	225
Case Study 2: Ethan .....	225
Background Information .....	225
Teaching Plan for Objective 1 .....	230
Personal and Environmental Challenges and Supports for Teaching Plan 1 .....	230
Teaching Plan .....	230
Teaching Plan for Objective 2 .....	231
Personal and Environmental Challenges and Supports for Teaching Plan 2.....	231
Teaching Plan .....	231

Teaching Plan for Objective 3.....	232
Personal and Environmental Challenges and Supports for Teaching Plan 3.....	232
Teaching Plan .....	232
Goal Attainment Scale Form for Ethan .....	233
Coaching Session 1 .....	234
Coaching Session 2 .....	235
Coaching Session 3 .....	237
Coaching Session 4 .....	238
Final Evaluation .....	239
Case Study 3: Gary .....	240
Background Information .....	241
Teaching Plan for Objective 1.....	242
Personal and Environmental Challenges and Supports for Teaching Plan 1.....	242
Teaching Plan .....	243
Teaching Plan for Objective 2.....	243
Personal and Environmental Challenges and Supports for Teaching Plan 2.....	244
Teaching Plan .....	244
Teaching Plan for Objective 3.....	245
Personal and Environmental Challenges and Supports for Teaching Plan 3.....	245
Teaching Plan .....	245
Coaching Session 1 .....	246
Goal Attainment Scale Form for Gary .....	246
Communication Skills.....	248
Social Skills.....	248
Learning Skills .....	248
Coaching Session 2 .....	249
Coaching Session 3 .....	250
Coaching Session 4 .....	252
Summary .....	254
Conclusion .....	254
<b>Glossary .....</b>	<b>255</b>
<b>References.....</b>	<b>261</b>
<b>About the Authors.....</b>	<b>267</b>
<b>Index .....</b>	<b>269</b>

Collaborative Model for Promoting Competence and  
Success for Students with ASD

Ruble, L.A.; Dalrymple, N.J.; McGrew, J.H.

2012, XXVII, 273 p. 32 illus., Softcover

ISBN: 978-1-4614-2331-7