

COMPASS Challenges and Supports Form for Caregivers and Teachers/Service Providers

Child/Student Name: _____

Your Name: _____

Your Relationship to Child: _____

Date: _____

1. Likes, Strengths, Frustrations and Fears

The information you provide is vital in understanding how to build a competency model for your child/student.

Directions: Please list all the activities, objects, events, people, food, topics, or anything that is preferred by your child/student. These help identify ways to motivate the child and skills on which to build.

Likes/Preferences/Interests:

Comments:

Strengths or Abilities:

Comments:

Directions: Please list and describe the fears and frustrations of your child/student. Please be specific about the situations in which these occur and the behavior your child/student shows.

Frustrations:	Comments:
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Fears:	Comments:
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2. Adaptive Skills

Directions: Please answer each item using the scale as it presently applies to your child/student, with “1” meaning “not at all a problem” and “4” meaning “very much a problem.” Add examples and notes as desired.

	Not at all			Very much
Self-management				
Performing basic self-care independently (such as toileting, dressing, eating, using utensils)	1	2	3	4
Entertaining self in free time	1	2	3	4
Changing activities—transitioning	1	2	3	4
Sleeping	1	2	3	4
Responding to others				
Following 1 or 2 step direction	1	2	3	4
Accepting “no”	1	2	3	4
Answering questions	1	2	3	4
Accepting help	1	2	3	4
Accepting correction	1	2	3	4
Being quiet when required	1	2	3	4
Understanding group behaviors				
Coming when called to group	1	2	3	4
Staying within certain places—lines, circles, chairs, desks	1	2	3	4
Participating with the group	1	2	3	4
Talking one at a time	1	2	3	4
Picking up, cleaning up, straightening up, putting away	1	2	3	4
Understanding community expectations				
Understanding who is a stranger	1	2	3	4
Going to places in the community (place of worship, stores, restaurants, malls, homes)	1	2	3	4
Understanding safety (such as streets, seat belts)	1	2	3	4
Managing transportation (Cars/buses)	1	2	3	4

Comments:

3. Problem Behaviors

Directions: Please answer each item on the scale of 1–4 as it presently applies to your child/student, with “1” meaning “not at all a problem” and “4” meaning “very much a problem.”

	Not at all	2	3	Very much
1. Acting impulsively, without thinking	1	2	3	4
2. Hitting or hurting others	1	2	3	4
3. Damaging or breaking things that belong to others	1	2	3	4
4. Screaming or yelling	1	2	3	4
5. Having sudden mood changes	1	2	3	4
6. Having temper tantrums	1	2	3	4
7. Having a low frustration tolerance; becoming easily angered or upset	1	2	3	4
8. Crying easily	1	2	3	4
9. Being overly quiet, shy, or withdrawn	1	2	3	4
10. Acting sulky or sad	1	2	3	4
11. Being underactive or lacking in energy	1	2	3	4
12. Engaging in behaviors that may be distasteful to others, such as nose-picking or spitting	1	2	3	4
13. Touching him/herself inappropriately	1	2	3	4
14. Engaging in compulsive behaviors; repeating certain acts over and over	1	2	3	4
15. Hitting or hurting him/herself	1	2	3	4
16. Becoming overly upset when others touch or move his/her belongings	1	2	3	4
17. Laughing/giggling at inappropriate times	1	2	3	4
18. Ignoring or walking away from others during interactions or play	1	2	3	4
19. Touching others inappropriately	1	2	3	4
20. Engaging in unusual mannerisms such as hand-flapping or spinning	1	2	3	4
21. Having to play or do things in the same exact way each time	1	2	3	4
22. Having difficulty calming him/herself down when upset or excited	1	2	3	4
23. Other: _____	1	2	3	4

*Items are based on the Triad Social Skills Assessment
Add comments:

4. Social and Play Skills

Directions: Please rate the following statements on a scale of 1–4, with 1 meaning “not at all a problem” and 4 meaning “very much a problem.” Please answer each question first in terms of the child’s interactions with adults, and then with children.

<u>How well does the child/student</u>	With adults				With children							
	Not at all a problem	1	2	3	4	Not at all a problem	1	2	3	4		
<u>Social awareness</u>												
1. Look toward a person who is talking to him/her	1	2	3	4	1	2	3	4	1	2	3	4
2. Accept others being close to him/her	1	2	3	4	1	2	3	4	1	2	3	4
3. Watch people for extended periods of time	1	2	3	4	1	2	3	4	1	2	3	4
4. Respond to another person’s approach by smiling or vocalizing	1	2	3	4	1	2	3	4	1	2	3	4
5. Initiate interactions for social reasons	1	2	3	4	1	2	3	4	1	2	3	4
<u>Joint attention skills</u>												
6. Look at something another person points to	1	2	3	4	1	2	3	4	1	2	3	4
7. Show something to a person and look for person’s reaction	1	2	3	4	1	2	3	4	1	2	3	4
8. Point at an object or event to direct another person’s attention to share enjoyment	1	2	3	4	1	2	3	4	1	2	3	4
9. Share smile by looking back and forth between object and person	1	2	3	4	1	2	3	4	1	2	3	4
<u>Imitation</u>												
10. Imitate sounds another person makes	1	2	3	4	1	2	3	4	1	2	3	4
11. Imitate what another person does with an object (such as a person makes toy airplane fly, the child repeats action)	1	2	3	4	1	2	3	4	1	2	3	4
12. Imitate body movements of others (such as clap when others clap, play Simon Says)	1	2	3	4	1	2	3	4	1	2	3	4
13. Imitate and expand upon other’s actions with toys (such as peer beats drum, child beats drum and also starts to march)	1	2	3	4	1	2	3	4	1	2	3	4

(continued)

(continued)

How well does the child/student

Play

	With adults				With children			
	Not at all a problem		Very much a problem		Not at all a problem		Very much a problem	
14. Take turns within familiar routines (such as rolls a ball back and forth)	1	2	3	4	1	2	3	4
15. Share toys	1	2	3	4	1	2	3	4
16. Play interactively around a common theme	1	2	3	4	1	2	3	4
17. Repair breakdowns during interactions (such as the child repeats or changes own behavior when other person seems confused or ignores)	1	2	3	4	1	2	3	4
18. Pretends to do something or be something (such as that a plate is a hat by putting it on, to be a policeman, to have a tea party, that a doll is a teacher)	1	2	3	4	1	2	3	4

5. Communication Skills

Directions: Please describe how your child/student lets you know the following communicative messages through words or actions. Indicate any method your child/student uses to indicate the message. For example, if s/he does not use words, but instead takes you by the hand to request juice, you would select “uses body or hand” and write 5 in the box. If your child/student uses words, you would select “uses speech” and write 1 in the box; or if a combination of ways are used, select from the drop down menu the primary way your child communicates the message. Next, rate how effective this method is for communicating using a scale of 1-4, with 1 meaning “very effective” and 4 meaning “not at all effective.”

Method	Description
1. Uses speech	spoken words, phrases, sentences
2. Uses sign language	signed words, phrases, sentences
3. Uses a talking device	electronic communication device, picture board, or objects
4. Uses gestures	thumbs up/down, reaching, pointing
5. Uses body or hand	stands next to what s/he wants; takes person's hand and leads to what s/he wants
6. Uses facial expressions or eye gaze	such as looking at something and then looking at you, looking away, smiling, frowning
7. Uses non-speech sounds	grunt, whine, laugh
8. Uses problem behavior	such as tantrums, yelling, hitting, pinching, scratching

Please write the **number** for the method of communication from the table above and the effectiveness of that method for each communicative message in the boxes below:

	<u>Method of Communication</u>	<u>Effectiveness</u>
	1 - 8 Methods	1 'Very effective – 4 'Not at all effective'
<u>Making Requests</u>		
1. Food		
2. Objects		
3. An activity		
4. To use the toilet		
5. Attention		
6. Help		
7. To play		
8. Information		

9. A choice		
<u>Expressing Refusals</u>		
1. "Go away"		
2. "No, I won't do it" or "I don't want it"		
3. "I want to be finished" or "I want to stop doing this"		
<u>Expressing Thoughts</u>		
1. Greeting to others		
2. Comments about people/environment		
3. Confusion or "I don't know"		
4. Comments about errors or things wrong		
5. Asks about past or future events		
6. Agreement		
<u>Expressing Feelings</u>		
1. Angry/mad/frustrated		
2. Pain/illness/hurt		
3. Happy/excited		
4. Hurt feelings/upset		
5. Afraid		
6. Sad		

6. Sensory Challenges

Directions: Please put a check before each statement that describes your child/student.

Sound/Auditory

- Has been diagnosed with hearing problem at some time
- Fails to listen or pay attention to what is said to him/her
- Reacts to unexpected sounds
- Talks a great deal
- Fears some noises
- Own talking interferes with listening
- Distracted by certain sounds
- Overly sensitive to some sounds
- Confused about direction of sounds
- Seeks out certain noises or sounds
- Makes self-induced noises
- Other: _____

Taste

- Has an eating problem
- Explores environment by tasting
- Dislikes certain foods and textures
- Puts most things in his/her mouth
- Will only eat a small variety of foods
- Constant chewing on something
- Tastes/eats non-edibles
- Other: _____

Sight/Vision

- Has trouble discriminating shapes, colors
- Excited by vistas and open spaces
- Is sensitive to light—squints, wants to wear hats or sunglasses
- Hesitates going up or down stairs, curbs, or climbing equipment
- Has trouble following with eyes
- Upset by things looking different (spills, spots)
- Does not make much eye contact
- Makes decisions about food, clothing, objects by sight
- Is distracted by some/too much visual stimuli
- Closely examines objects or hands
- Becomes excited when confronted with a variety of visual stimuli
- Wants environment in certain order
- Dislikes having eyes covered
- Other: _____

Touch/Tactile

- Has to know someone is going to touch ahead of time
- Does not like showers or rain on self
- Dislikes being held or cuddled
- Mouths objects or clothing
- Seems irritated when touched or bumped by peers
- Refuses to walk on certain surfaces
- Explores environment by touching objects
- Dislikes having hair, face, or mouth touched
- Dislikes the feel of certain clothing
- Upset by sticky, gooey hands
- Refuses to touch certain things
- Touches items with feet before hands

- Over- or underdresses for the temperature or is unaware of temperature
- Does not like to hold hands
- Pinches, bites, or hurts her- or himself

Smell/Olfactory

- Sensitive to smells
- Smells objects, food, people, toys more than usual
- Ignores strong odors
- Seeks out certain odors
- Explores environment by smelling
- Reacts defensively to some smells
- Other: _____

Movement/Vestibular

- Seems fearful in space (teeter-totter, climbing)
- Appears clumsy, bumping into things and falling
- Arches back when held or moved
- Avoids balance activities
- Spins or whirls self around
- Does not like to be around people in motion
- Moves parts of body a great deal
- Bumps into things and/or people
- Walks on toes
- Other: _____

Visual/Perceptual Motor

- Has trouble with paper/pencil activities
- Has problems with use of some tools
- Has difficulty with time perception
- Has problems organizing materials and moving them appropriately
- Has difficulty with body in space, moving appropriately
- Is distracted by doors and cupboards being open, holes, or motion
- Other: _____

7. Sensory Supports

Directions: Please put a check next to the item that pertains to your child/student.

Sound/Auditory

- Likes music
- Likes to sing and/or dance
- Other: _____

Taste

- Has definite eating preferences
- Other: _____

Sight/Vision

- Enjoys watching moving things/
bright objects
- Enjoys patterns or shiny surfaces
- Likes TV, movies, videos
- Likes the computer
- Other: _____

Touch/Tactile

- Likes to be touched
- Likes hugs and cuddling when
he/she initiates it
- Prefers certain textures of clothing
- Likes being rolled or sandwiched
between blankets/cushions
- Likes to play in water
- Likes baths or swimming pools
- Likes rough and tumble play
- Seeks out mud, sand, clay to touch
- Other: _____
- Prefers deep touching rather than soft

Movement/Vestibular

- Enjoys rocking, swinging, spinning
- Likes to climb, seldom falls
- Likes being tossed in the air
- Other: _____
- Likes to run
- Likes and needs to move

Visual/Perceptual Motor

- Relies on knowing location of furniture,
stationary objects
- Other: _____
- Likes to draw and reproduce figures

8. Learning Skills

Directions: Please answer each item on the scale of 1–4 as it presently applies to your child/student’s level of independence, with “1” meaning “can do independently” and “4” meaning “cannot do at all.”

	Can do independently		Cannot do at all	
1. Child clearly understands the end goal of an activity, recognizes what he/she must do to be finished, and persists on the task to completion	1	2	3	4
2. Child realizes when he/she is running into difficulty and has some way of letting the adult know he/she needs help	1	2	3	4
3. Once an activity is under way, the adult can walk away from the child and he/she will keep working until finished, maintaining at least fairly good attention to what he/she is doing	1	2	3	4
4. Child finishes work and remembers on his/her own to let the adult know (e.g., by bringing work to adult, calling adult, raising his/her hand)	1	2	3	4
5. Child looks forward to earning a reward, knows it’s next, works toward it, may ask for it or go get it on his/her own when work is finished	1	2	3	4
6. Child is able to wait briefly for a direction (anticipates that he/she is about to be asked to do something), is able to wait briefly for his/her turn with a toy (anticipating that it’s about to return him/her), and / or wait for something to happen	1	2	3	4
7. Child may be distracted by outside sights and sounds or inner distractions (evident perhaps in singing to him/herself, gazing off, lining up materials) but is able to refocus attention to work on his/her own after a short time and without a prompt or reminder from the adult	1	2	3	4
8. When one activity is finished, child will look for another to complete	1	2	3	4
9. Child can organize his/her responses to perform tasks when multiple materials are in front of him/her (e.g., a stack of cards for sorting)	1	2	3	4
10. Child recognizes when one strategy is not working and tries another way	1	2	3	4
11. Child recognizes his/her own mistakes and goes back and corrects them (e.g., takes little peg out of big hole to make room for correct peg)	1	2	3	4

*From TRIAD, adapted from Division TEACCH

9. Environmental Challenges

Directions: Describe challenges your child/student experiences in the environment that make learning difficult in the following areas. Examples include loud or confusing environments, lack of routines at home or school, lack of an effective communication system, lack of motivating items in the home/classroom, or lack of peers/siblings who know how to interact with the child/student.

- Social Interactions with Others

- Communication (understanding others and expressing self to others)

- Learning Skills (knowing how to complete a task from start to finish at school or home)

10. Environmental Supports

Directions: Describe supports the child/ student experiences in the environment that make learning successful in the following areas. Examples include positive routines, an effective communication system, use of rewards, and use of visuals / pictures, and explicit teaching of social skills to child and peers/siblings.

- Social Interactions with Others

- Communication (understanding others and expressing self to others)

- Learning Skills (knowing how to complete a task from start to finish at school or home)

11. Summary of Concerns

Directions: Please list one or two concerns under each area that you have about your child/student as they pertain to succeeding at home and school and being a competent person.

Social and Play Skills

1.
2.

Communication Skills

1.
2.

Learning Skills

1.
2.

List any others on the back of this page.