

Appendix D COMPASS Consultation Training Packet

Created for (student's name):_____ Date:_____

Caregiver's name:_____

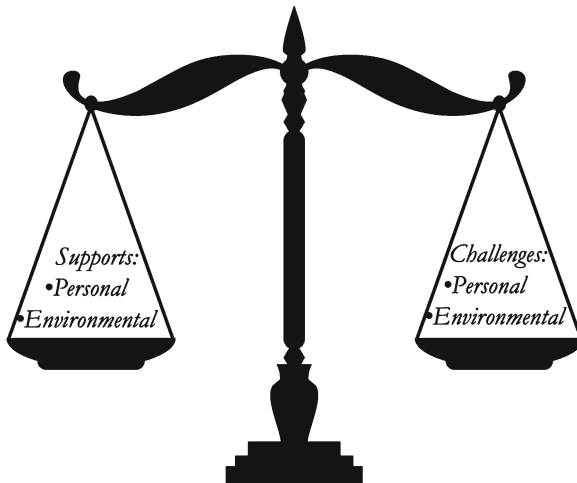
Teacher's name:_____

Consultant's name:_____

COMPASS: Providing Direction

A Collaborative Model for Promoting Competence and Success for Persons with Autism Spectrum Disorder

Balancing Challenges and Supports



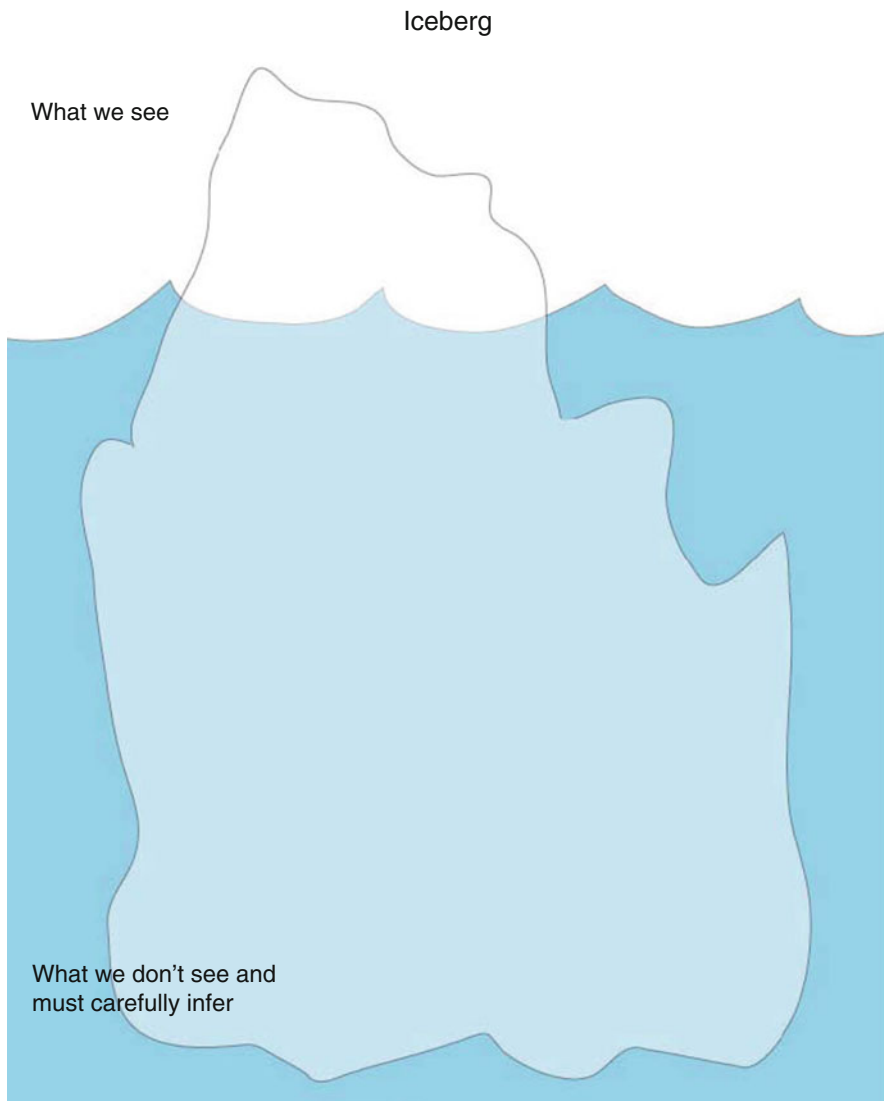
1. Enhance caregiver–teacher collaboration in order to provide a holistic assessment of the student's current functioning, learning, and needs.
2. Provide a process to reach consensus on recommendations for an individualized educational program including specific positive, individualized teaching strategies.
3. Write three measurable objectives from prioritized goals within the social, communication, and learning or work-skill domains. Develop specific teaching strategies for each.
4. Enhance purposeful and active student engagement in learning.
5. Review the Overview of Best Practices for IEP for Young Students with ASD

Overview of Best Practices for Individualized Education Plan (IEP) for Students with ASD

The IEP should be the method utilized to obtain planning and educational objectives. The educational objectives should include the growth of the following:

- Social skills to improve involvement in school, family, and community activities (e.g., parallel and interactive play with family members and peers).
- Expressive verbal language, receptive language, and nonverbal communication skills.
- A symbolic communication system that is functional.
- Engagement and flexibility in tasks and play that are developmentally appropriate. This should also include awareness of the environment and ability to respond to appropriate motivational systems.
- Fine and gross motor skills to be utilized when engaging in age appropriate activities.
- Cognitive or thinking skills, which include academic skills, basic concepts and symbolic play.
- Replacement of problem behavior with more conventional or appropriate behavior.
- Behaviors that are the foundation to success in a regular classroom (following instructions, completing a task) and independent organizational skills.

(National Research Council, 2001). Recommended for children 8 years and younger. www.nap.edu



Before we go over your responses to the survey you each completed, it is important to remember that the root causes for behavior are not always apparent. As we discuss challenging behavior, it may be helpful for us to return to this image to discuss the behavior we are seeing (the part of the iceberg above the water) and potential causes for that behavior (the part of the iceberg below the water).

Discuss the COMPASS Consultation Joint Summary

Next, we will review the Joint Summary Form/ COMPASS Profile completed by the caregiver and teacher. This form is divided into 10 sections. After each section, we will stop and summarize the primary concerns we have for each area. Please make notes below about the primary concerns we identify. We will return to this summary later when we decide what three primary concerns we want to address this school year in the IEP.

1. Likes, Strengths, Frustrations, and Fears:

2. Adaptive Skills:

3. Problem Behaviors:

4. Social Skills:

5. Communication Skills:

6. Sensory Challenges:

7. Sensory Supports:

8. Learning Skills:

9. Environmental Challenges:

10. Environmental Supports:

Identify and Come to a Consensus on the Top Three Concerns

Next, we will identify the top three concerns related to social, communication, and learning/ academic skills before writing a measurable objective for each concern/ skill and teaching plan to address each objective. If needed, we can also identify a functional skill or behavioral concern to focus on as an additional goal/ objective.

Prioritize Teacher and Caregiver Goals and Write Measurable Objectives

Student’s Name: _____ Teacher’s Name: _____

Social and Play Skills

Concern/Skill:
Measurable Objective:

Communication Skills

Concern/Skill:
Measurable Objective:

Learning Skills

Concern/Skill:
Measurable Objective:

Template for writing a well-developed IEP objective

Condition/ Circumstance	Performance/ Behavior	Criteria/ Degree
Measurement/ Evaluation	Time Line/ Frequency	

Fig. 5.1 Template for writing a well-developed IEP objective

Condition/ Circumstance	Performance/ Behavior	Criteria/ Degree
Measurement / Evaluation	Time Line/ Frequency	

Fig. 5.1 Template for writing a well-developed IEP objective

Condition/ Circumstance	Performance/ Behavior	Criteria/ Degree
Measurement/ Evaluation	Time Line/ Frequency	

Fig. 5.1 Template for writing a well-developed IEP objective

Compass Balance Between Challenges and Supports

IEP objective	Personal challenges	Environmental challenges	Personal supports	Environmental supports

COMPASS Teaching Plan: Environmental Supports

Student’s Name: _____ Teacher’s Name: _____

Teaching Objective:

Teaching Methods & Step-by-Step Plans for Activity	Who/Where/When/How Often
	Materials
	Data System

Questions to consider for the teaching plan:

- 1) Is the activity meaningful and related to the teaching objective?
- 2) How does the teacher/peer or environment get the student's attention and maintain it?
- 3) How does the child understand what the goal of the activity is?
- 4) Does the teacher/peer provide sufficient time (3-5sec) after the initial request to perform the activity and, if needed, subsequent prompts?
- 5) Does the teacher provide clear reinforcement for successfully completing the skill?

COMPASS Teaching Plan: Environmental Supports

Student’s Name: _____ Teacher’s Name: _____

Teaching Objective:

Teaching Methods & Step-by-Step Plans for Activity	Y j q IY j gt g IY j gp IJ qy Qhngp
	Materials
	Data System

Questions to consider for the teaching plan:

- 1) Is the activity meaningful and related to the teaching objective?
- 2) How does the teacher/peer or environment get the student's attention and maintain it?
- 3) How does the child understand what the goal of the activity is?
- 4) Does the teacher/peer provide sufficient time (3-5sec) after the initial request to perform the activity and, if needed, subsequent prompts?
- 5) Does the teacher provide clear reinforcement for successfully completing the skill?

COMPASS Teaching Plan: Environmental Supports

Student’s Name: _____ Teacher’s Name: _____

Teaching Objective:

Teaching Methods & Step-by-Step Plans for Activity	Y j q IY j gt g IY j gp IJ qy Qhngp
	Materials
	Data System

- Questions to consider for the teaching plan:
- 1) Is the activity meaningful and related to the teaching objective?
 - 2) How does the teacher/peer or environment get the student's attention and maintain it?
 - 3) How does the child understand what the goal of the activity is?
 - 4) Does the teacher/peer provide sufficient time (3-5sec) after the initial request to perform the activity and, if needed, subsequent prompts?
 - 5) Does the teacher provide clear reinforcement for successfully completing the skill?

Appendix L Multiple Trials Data Sheet

Student’s Name: _____

Skill/Behavior: _____

Criterion Level: _____ Prompt: _____

Instructions: In the section above, describe the skill/behavior, criterion level,* and circle the prompt(s) for the objective. Using the table below, for each trial, indicate if the student passed (p) or failed (f). Sum the total number of trials passed and administered. Divide the number passed by the number administered to obtain the percent passed.

Day																	
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
12																	
13																	
14																	
15																	
16																	
17																	
18																	
19																	
20																	
# trials																	
# passed																	
% passed																	

*See Table 5.2 in Chap. 5 for more on the components of a well-developed IEP objective.

Appendix M Activity-Based Data Sheet

Student’s Name: _____ Skill/Behavior: _____

Dates: _____ Criterion Level: _____

Coaching Session: _____ Prompt: _____

Instructions: In the section above, describe the skill/behavior, criterion level,* and circle the prompt(s) for the objective. Using the table below, list the prompts used, tally the number of times the student demonstrated the skill at the criterion level (# passed), and tally the number of opportunities provided (# opportunities). For the bottom row, tally the total number of times passed and the total number of opportunities.

Day		M	T	W	TH	F	M	T	W	TH	F
Date											
Activities											
	Prompt										
	# Passed										
	# Opportunities										
	Prompt										
	# Passed										
	# Opportunities										
	Prompt										
	# Passed										
	# Opportunities										
	Prompt										
	# Passed										
	# Opportunities										
Total											

*See Table 5.2 in Chap. 5 for more on the components of a well-developed IEP objective.