

COMPASS Profile Assessment for Youth and Adults Caregivers and Teachers/Service Providers Assessment

Adolescent/Adult Name: _____

Your Name: _____

Your Relationship to Adolescent/Adult: _____

Date: _____

1. Likes, Strengths, Frustrations and Fears

The information you provide is vital in understanding how to build a competency model for the adolescent/adult.

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

Likes/Preferences/Interests:

Comments:

Strengths or Abilities:

Comments:

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

| | |
|----------------------|------------------|
| Frustrations: | Comments: |
|----------------------|------------------|

| | |
|---------------|------------------|
| Fears: | Comments: |
|---------------|------------------|

2. Adaptive Skills

Directions: Please answer each item using the scale of 1–4 as it presently applies to the person with autism, 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. Behaviors*

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

| | Not at all | | | 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 melt downs | 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 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 Skills

Directions: Please rate the following statements on a scale of 1–4 with 1 meaning “very well” and 4 meaning “not very well.” Please answer each question first in terms of the individual’s interactions with adults, and then with peers.

| <u>Affective Understanding/ Perspective Taking</u> | Very well | | Not Very Well | |
|---|-----------|---|---------------|---|
| | 1 | 2 | 3 | 4 |
| 1. Understanding what other people’s facial expressions mean? | 1 | 2 | 3 | 4 |
| 2. Understanding what other people’s “body language” means? | 1 | 2 | 3 | 4 |
| 3. Using a wide range of conventional facial expressions to express my feelings (for example, raised eyebrows to express surprise; a scowl to express anger)? | 1 | 2 | 3 | 4 |
| 4. Using a wide range of gestures or “body language” to communicate (for example, use an “OK” hand sign; cross arms when angry)? | 1 | 2 | 3 | 4 |
| 5. Understanding that other people can have thoughts and feelings that are different from my own? | 1 | 2 | 3 | 4 |
| 6. Understanding other people’s perspectives in a variety of situations (i.e., putting myself “in another person’s shoes”)? | 1 | 2 | 3 | 4 |
| 7. Understanding what makes other people feel basic emotions such as happiness, sadness, and fear? | 1 | 2 | 3 | 4 |
| 8. Understanding what makes other people feel complex emotions such as surprise, guilt, and embarrassment? | 1 | 2 | 3 | 4 |
| 9. <i>Understanding how my behavior affects or impacts other people?</i> | 1 | 2 | 3 | 4 |
| <u>Initiating Interactions</u> | | | | |
| 10. Initiating greetings to familiar people on my own? | 1 | 2 | 3 | 4 |
| 11. Inviting others to join in activities with me? | 1 | 2 | 3 | 4 |
| 12. Joining a group of peers who are already participating in another activity? | 1 | 2 | 3 | 4 |
| 13. Asking others in a direct manner for something I want? | 1 | 2 | 3 | 4 |
| 14. Asking others for help when I need it? | 1 | 2 | 3 | 4 |
| 15. Starting conversations with others? | 1 | 2 | 3 | 4 |
| 16. Interrupting others appropriately? | 1 | 2 | 3 | 4 |
| 17. Getting the attention of others before talking to them? | 1 | 2 | 3 | 4 |
| 18. Offering to assist others when they need help? | 1 | 2 | 3 | 4 |

- | | | | | |
|---|---|---|---|---|
| 19. Offering comfort to others when they are upset or hurt? | 1 | 2 | 3 | 4 |
| 20. Apologizing in a sincere way for hurting someone, without being reminded? | 1 | 2 | 3 | 4 |
| 21. Complimenting or congratulating other people for their accomplishments or good fortune? | 1 | 2 | 3 | 4 |

Responding to Initiations

- | | | | | |
|---|---|---|---|---|
| 22. Responding in a socially appropriate manner when I am greeted by others? | 1 | 2 | 3 | 4 |
| 23. Responding in a socially appropriate manner when others invite me to join an activity? | 1 | 2 | 3 | 4 |
| 24. Responding in a socially appropriate manner to questions or requests from others? | 1 | 2 | 3 | 4 |
| 25. Responding in a socially appropriate manner when others try to start conversations with me? | 1 | 2 | 3 | 4 |
| 26. Responding in a positive way to compliments? | 1 | 2 | 3 | 4 |

Maintaining Interactions

- | | | | | |
|---|---|---|---|---|
| 27. Interacting cooperatively with other people (e.g., sharing, taking turns, following rules)? | 1 | 2 | 3 | 4 |
| 28. Having conversations about a wide range of topics? | 1 | 2 | 3 | 4 |
| 29. Talking about things that interest the other person? | 1 | 2 | 3 | 4 |
| 30. Keeping a conversation going by sharing information <u>and</u> asking the other person questions? | 1 | 2 | 3 | 4 |
| 31. Asking for clarification or state uncertainty during conversations? | 1 | 2 | 3 | 4 |
| 32. Staying on the topic during conversations? | 1 | 2 | 3 | 4 |
| 33. Listening to what others say and use this information during conversations? | 1 | 2 | 3 | 4 |
| 34. Sharing a conversation by talking and listening for about the same amount of time? | 1 | 2 | 3 | 4 |
| 35. Maintaining eye contact with others during interactions? | 1 | 2 | 3 | 4 |
| 36. Speaking in an appropriate tone of voice during interactions (e.g., not too loud, soft, mechanical, or sing-songy)? | 1 | 2 | 3 | 4 |
| 37. Smiling to be friendly or to indicate to others that I like something? | 1 | 2 | 3 | 4 |
| 38. Respecting the personal space of others during interactions (i.e., not stand too close or too far away)? | 1 | 2 | 3 | 4 |

Friendships

| | | | | |
|---|---|---|---|---|
| 39. Understanding what others do to be a friend? | 1 | 2 | 3 | 4 |
| 40. Understanding what I can do to be a friend? | 1 | 2 | 3 | 4 |
| 41. Understanding how friends are different from acquaintances? | 1 | 2 | 3 | 4 |
| 42. Understanding how to make friends? | 1 | 2 | 3 | 4 |
| 43. Understanding how to maintain friendships? | 1 | 2 | 3 | 4 |

*Items are based on the TRIAD Social Skills Assessment

5. Communication Skills

Directions: Please describe how the individual lets you know the following communicative messages through words or actions. Indicate any method you’re the individual 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 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> 1 - 8 Methods | <u>Effectiveness</u> 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 the person.

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 before each statement that pertains to the individual..

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 the individual, with “1” meaning “can do independently” and “4” meaning “cannot do at all.”

| | Can do independently | | Cannot do at all | |
|--|----------------------|---|------------------|---|
| 1. 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. 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, can walk away from the individual 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. 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. 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. 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 an object (anticipating that it’s about to return him/her), and / or wait for something to happen | 1 | 2 | 3 | 4 |
| 7. May be distracted by outside sights and sounds or inner distractions 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, will look for another to complete. | 1 | 2 | 3 | 4 |
| 9. Can organize his/her responses to perform tasks when multiple materials are in front of him/her | 1 | 2 | 3 | 4 |
| 10. Recognizes when one strategy is not working and tries another way | 1 | 2 | 3 | 4 |
| 11. Recognizes his/her own mistakes and goes back and corrects them | 1 | 2 | 3 | 4 |

*Items are based on the Triad Social Skills Assessment, adapted from Division TEACCH

9. Environmental Challenges

Directions: Describe environmental challenges of the individual. Environmental challenges are factors that interfere with the person's learning/ Examples are loud or confusing environments, lack of emotional support or lack of sociable coworkers

- 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 home, school or work)

10. Environmental Supports

Directions: Describe environmental supports of the person. Environmental supports are factors that facilitate learning. Examples are positive routines, use of rewards, and use of visuals support.

- 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 home, school, or work)

11. Summary of Concerns

Directions: Please list one or two concerns under each area that you have about the person as they pertain to succeeding at home, community, school, and work and being a competent person.

Social and Leisure Skills

| |
|----|
| 1. |
| 2. |

Communication Skills

| |
|----|
| 1. |
| 2. |

Learning Skills

| |
|----|
| 1. |
| 2. |

Adaptive Skills

| |
|----|
| 1. |
| 2. |

Other

| |
|----|
| 1. |
| 2. |

Future Planning

What will this person like to be doing 5 years from now?

The skills and behaviors that are being developed now will impact one's competency in the future. The current goals and objectives become the building blocks to the future. Specific measurable goals and objectives need to be designed by the interdisciplinary team that move the person towards the realization of the future plan. To the best of your ability, please answer the following:

Where will this individual be living? What will she/he be doing there?

What kind of work will he or she be doing? What skills are needed?

What leisure/recreational skills will the individual be doing?

With whom will this individual be doing activities?

What choices will he or she have about his/her life?

What general community survival skills will this individual need?

Who will be help provide ongoing supports for him or her?