

COMPASS Transition Consultation Training Packet

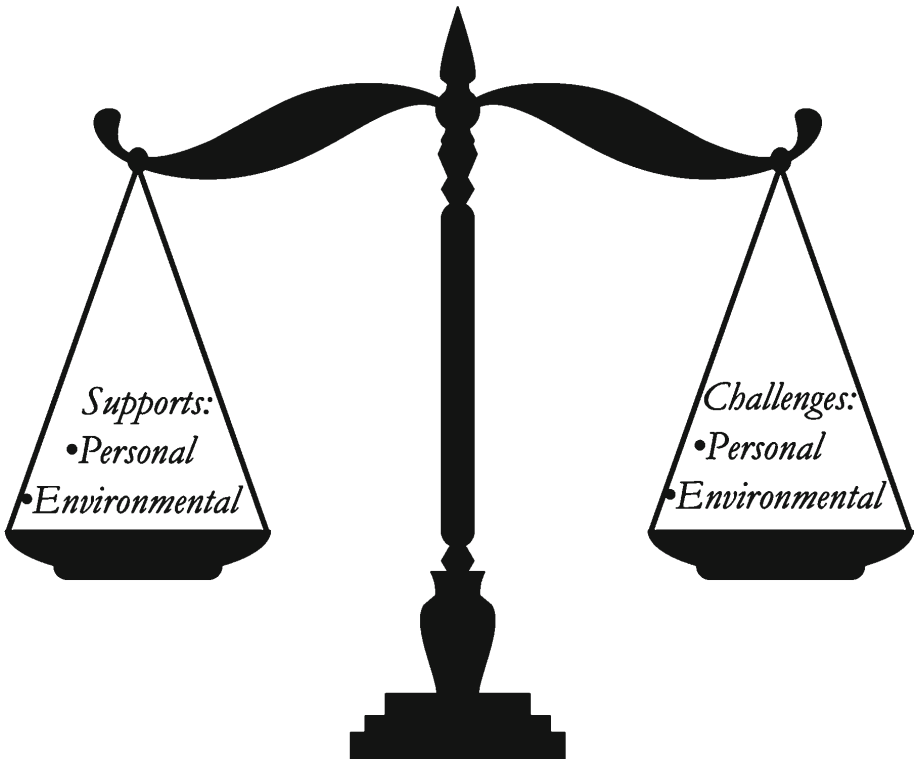
Created for (student's name): _____ Date: _____

Caregiver's name: _____

Teacher's name: _____

Consultant's name: _____

Balancing Challenges and Supports



1. Enhance collaboration between person with ASD, caregivers, teachers, and employment specialists 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. Identify and connect student and family to services.
5. Create and implement a high quality transition IEP.

Overview of Best Practices for Individualized Education Plans (IEP) for Transitioning Students

The IEP represents the planning done with the student and the educational team that results in goals. A best practice transition IEP for students with ASD will include the plans that answer each of the following:

1. What will she / he do during the day?
Employment
Post-secondary Education
Community Participation
2. Where will she / he live?
3. How will she / he move about in the community?
4. How will she / he make decisions about finances?
5. What will she / he do for recreation and leisure?
6. How will the person develop and maintain friendships and relationships?

For students with ASD, specific goals should also focus on skills such as:

- Social skills to improve involvement in school, family, work, and community activities.
- Expressive verbal language, receptive language, and nonverbal communication skills. For individuals who don't rely on spoken speech only, a symbolic communication system which is functional.
- Behaviors that are the foundation to success with independence in working, home, and community environments (e.g., following instructions, waiting, completing a multi-step task; self-help).
- Engagement and flexibility in tasks and leisure activities which are developmentally appropriate, this should also include the ability to be aware of the environment and respond to motivational system which are appropriate.
- Fine and gross motor skills to be utilized when engaging in age appropriate activities (e.g., employment, functional life tasks).
- Cognitive or thinking skills, which include academic skills, basic concepts, financial or money concepts, decision making skills related safety, and job-specific skills.
- Replacement of problem behavior with more conventional or appropriate behavior.

Based on the following sources:

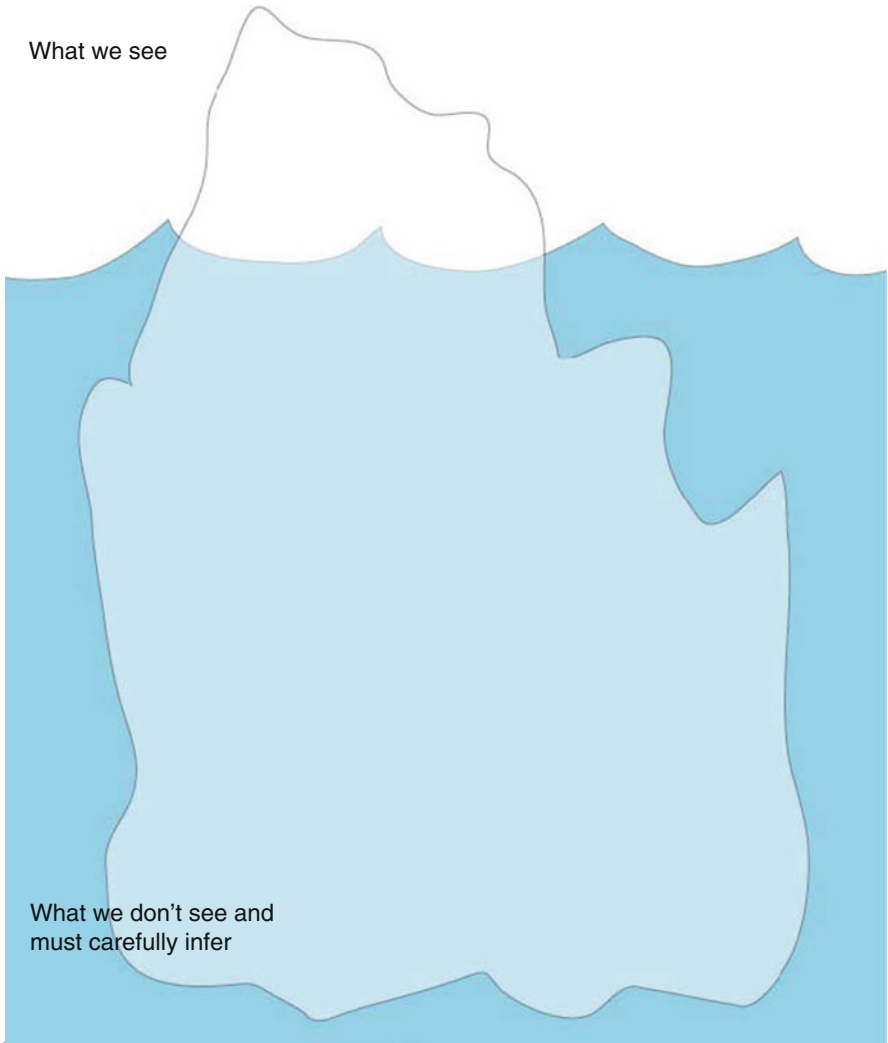
National Research Council, (2001). Educating Children with Autism. Washington, DC: National Academy Press

Individuals with Disabilities Education Act (2004).

National Transition Secondary Resource Center: <http://nsttac.org/content/nsttac-i-13-checklist>

Iceberg

What we see



What we don't see and
must carefully infer

----Discuss the COMPASS Profile----

COMPASS Plan: Environmental Supports (Discuss Futures Planning Before this Form)

Circle if services are needed for how the person will:		If yes, describe the plan of action and the primary person(s) responsible for carrying out the plan	
Spend his / her day	Yes	No	
Live or reside	Yes	No	
Move about in the community	Yes	No	
Make financial decisions	Yes	No	
Spend leisure time and recreation	Yes	No	
Develop friendships	Yes	No	

Prioritize Goals and Write Measurable Objectives

Student's Name: _____

Teacher's Name: _____

Social and Communication Skills

Concern/Skill:
Measurable Objective:

Learning / Work Behavior / Independence Skills

Concern/Skill:
Measurable Objective:

Other _____

Concern/Skill:
Measurable 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	Who/Where/When
	Materials
	Data System

COMPASS Consultation Satisfaction Questionnaire

Student’s Name: _____ Your Relationship to Student: _____

Your Name: _____ Date: _____

Directions: Rate your experience with the COMPASS program, with “1” meaning “Strongly Disagree” and “4” meaning “Strongly Agree.” For questions that are not applicable, select “NA.”

		Strongly disagree			Strongly agree
1.	I felt involved during the consultation and able to express my views.	1	2	3	4
2.	The consultant’s communication skills were effective.	1	2	3	4
3.	The consultant listened to what I had to say.	1	2	3	4
4.	The consultant was knowledgeable about ASD.	1	2	3	4
5.	The consultant was able to adapt recommendations/suggestions based on my particular situation/classroom.	1	2	3	4
6.	I learned a useful way to problem-solve as a team on behalf of my child/student.	1	2	3	4
7.	I gained a better understanding of specific teaching strategies for my child/student.	1	2	3	4
8.	I gained a better understanding about what is needed in my child’s/student’s IEP.	1	2	3	4
9.	I gained a more holistic understanding of my child/student (at home, school, community).	1	2	3	4
10.	A more holistic understanding of my child/student is useful for understanding why she/he does what she/he does.	1	2	3	4
11.	The consultation was helpful in gaining consensus on my child’s/student’s IEP goals.	1	2	3	4
12.	This consultation was helpful in gaining consensus on specific teaching strategies.	1	2	3	4
13.	Overall, I feel that the consultation was collaborative.	1	2	3	4
14.	Overall, I am satisfied with the consultation.	1	2	3	4
15.	What was most helpful about the consultation?				

16. What would you recommend to improve the consultation?

17. What barriers to you foresee in being able to implement the ideas shared in the consultation?

18. What supports do you need in order to implement the ideas shared in the consultation?

Thank you!

COMPASS Transition Consultation Fidelity Checklist

Instructions: Below are the components of the COMPASS consultation. Check the following boxes for the elements that occurred during the consultation.

1. The COMPASS consultation is comprised of a multidisciplinary team defined by:

- teacher and parents attend meeting
- other personnel who interact regularly with student attend meeting

2. COMPASS is collaborative as defined by:

- goals include those suggested from home and family
- planning for the student's program is based on input from all participants
- each member contributes ideas for teaching the goals

3. The COMPASS consultation process incorporates:

- checklists that are used to help organize information, identify student's needs, and solicit input from all members
- facilitated guidance and structure from the consultant
- a picture of the student at home, in the community, and at school

4. IEP goals that came from the COMPASS consultation are:

- described in clear behavioral terms
- measurable and observable

5. COMPASS consultation results in a teaching plan that:

- identifies at least three priority concerns
- prioritizes concerns that relate to home, community and school
- identifies specific skills that the student must learn in order to accomplish each of the priority concerns
- links the specific teaching strategies to each identified skill

6. The teaching strategies described in the COMPASS plan:

- are developed AFTER goals are generated
- are individualized for the student and the goal
- are described in behavioral terms

7. Team believes the student's ability to learn is based on environmental and student factors:

- there was a discussion of specific environmental factors for each goal
- the philosophy of the environment as an important factor in determining student progress is discussed
- team completes and discusses COMPASS forms on student's strengths/challenges and environment's strengths/challenges

8. COMPASS results in members having a broader understanding of the student:

- family members report that they have a better perspective on school issues
- teachers report that they have a better perspective on home and community issues

9. COMPASS consultation results in proactive problem solving:

- interactive problem solving is implemented by team members providing input and ideas
- specific problems for implementation and solutions are identified
- members learn a framework for problem solving that can be used again by individual team members when needed

10. COMPASS consultation included a discussion of:

- needed service(s) to help reach goals
- a plan to get the services(s)

11. COMPASS consultation included a discussion of the following after high school:

- how the person will spend his / her day
- where the person will live
- how the person will move about in the community
- how the person will make financial / health decisions
- how the person will spend his / her leisure and recreation time
- how the person will develop and maintain friendships

12. COMPASS consultation included input from the student:

- that came from the COMPASS forms for strengths, preferences, frustrations, and fears
- directly during the COMPASS meeting