

# COMPASS Initial Consultation Guide

The Collaborative Model for Promoting Competence and Success for Persons with Autism Spectrum Disorder (COMPASS) is an evidence-based consultation and coaching intervention designed to help teachers and caregivers collaboratively create and implement an intervention plan designed specifically for students with autism. During this consultation, we will develop the intervention plan together.

## Balancing Challenges and Supports

The goal of COMPASS is to improve child and youth outcomes by balancing personal and environmental challenges (things that make learning difficult) with personal and environmental supports (student interests/strengths and teaching strategies that support learning).

COMPASS does this by bringing together the caregiver and teacher to provide a 360-degree view of the student's current strengths and needs at school, home, and in the community and providing a process for developing high quality, developmentally appropriate goals and teaching strategies.

COMPASS focuses on goals in the three areas recommended by the National Research Council (2001) for students with autism: communication skills, social skills, and independent learning skills. These are social emotional learning skills that lay the foundation for successful learning.

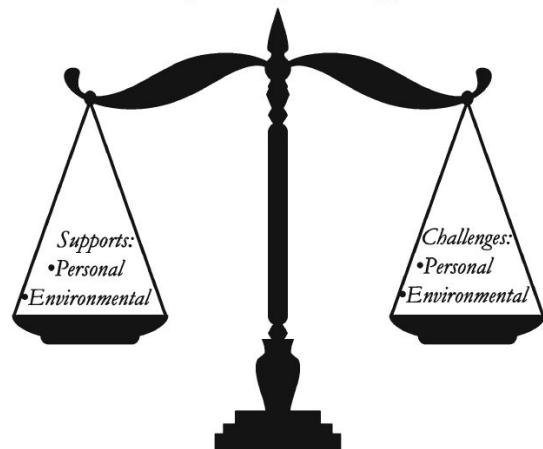
## Understanding What We See

As we get to know the student, it is important to remember that the root causes for behavior are not always apparent. As we discuss the student, it may be helpful for us to think of the image of an iceberg: what we see is just the tip of the iceberg above the water and what we don't see are the personal and environmental challenges that we must understand so we can provide support.

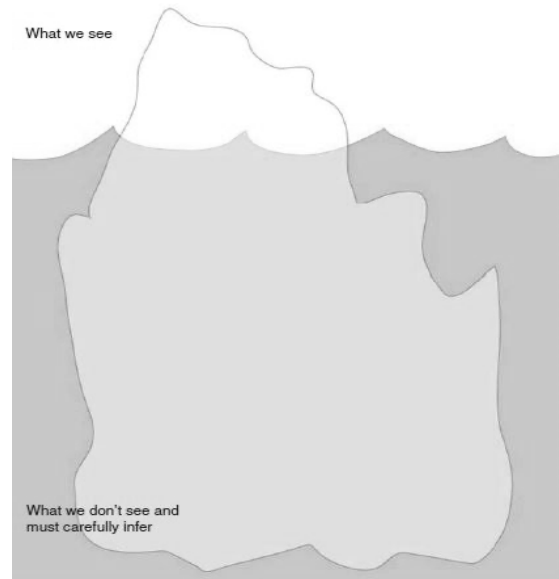
## Consultation Agenda

- 5 minutes: Make introductions, explain purpose/outcomes of COMPASS
- About 1 hour: Discuss COMPASS Profile. Summarize each section of the profile as you go along and make notes of areas of concern that you may want to focus on for goals later.
- About 30 minutes: Write a communication, social, and independent learning skill goal.
- About 1 ½ hours: After each goal is written, write the step-by-step teaching plans for each goal.
- 5 minutes: Conclude, review, & discuss plans for follow-up coaching.

*Balancing Challenges and Supports*



What we see



## Writing High Quality Goals

Each goal should contain the following components:

1. Condition: In what circumstance do you want to see the behavior?
2. Behavior: What is the behavior you want to see?
3. Criteria/Frequency: How will you know if goal is achieved?
4. Measurement: How will you measure the behavior?
5. Timeline: When do you want the skill to be accomplished?

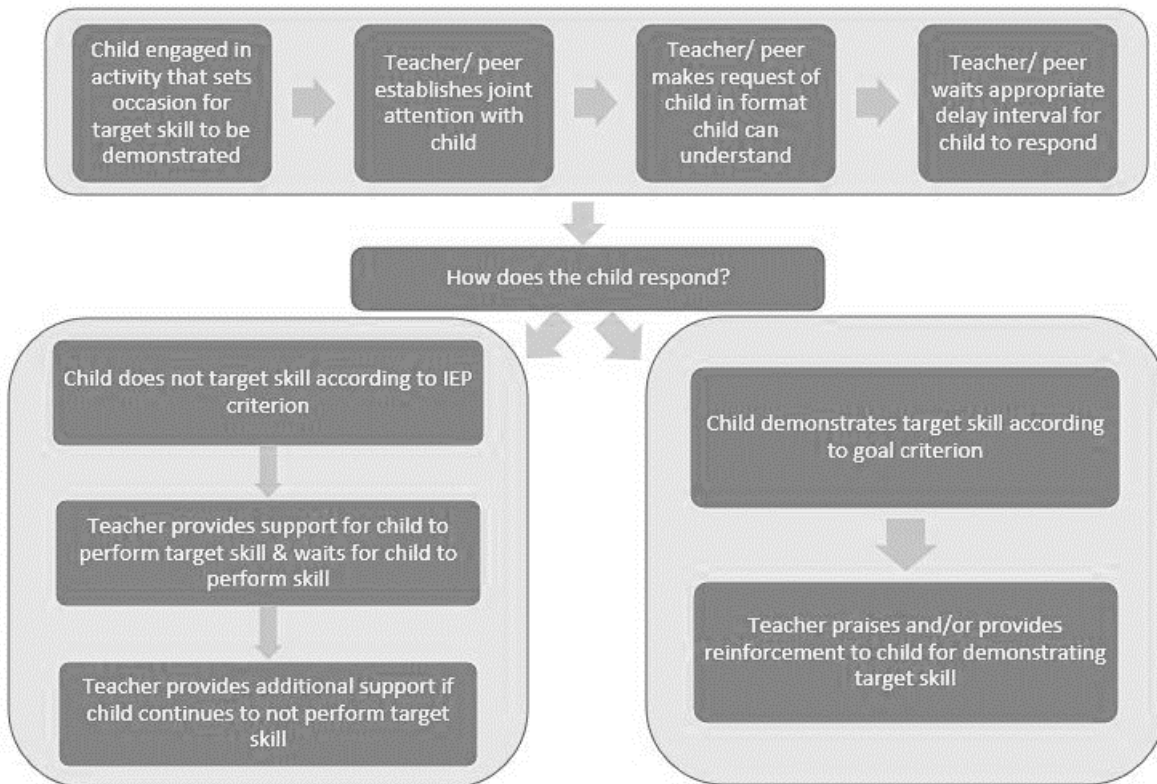
Example: When given a verbal greeting (Hi Matt!), Matt will return the greeting by saying "Hi" independently 4 times per day for five days as measured by a frequency checklist by the end of the school year.

## Writing High Quality Teaching Plans

### Pre-Teaching Activities

1. Is there a skill, activity, or knowledge the student needs to be familiar with prior to implementing the teaching plan (e.g., social story on taking turns)?
2. Does the teacher need to review any specific EBPs, set up the environment in a specific way, or get/create specific materials?
3. Peer or staff training on teaching sequence

### Step-by-Step Teaching Sequence



### Plans for Maintenance, Self-Direction, and Generalization

Once the student achieves the goal, what are the next steps? How will you maintain the student's performance? How will you help the student become more self-directed and independent? How will you generalize the skill to other situations and environments?

# Communication Goal

---

---

---

<b>Personal Challenges</b>	<b>Personal Supports</b>
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
<b>Environmental Challenges</b>	<b>Environmental Supports</b>
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>

<b>Teaching Plans</b>	
<b>Pre-Teaching Activities</b>  <b>Step-By-Step Teaching Sequence</b>          <b>Plans for Maintenance, Self-Direction, and Generalization</b>	<b>Who/ Where/ When</b>
	<b>Materials</b>
	<b>Data System</b>



# Independent Learning Goal

---



---



---

<b>Personal Challenges</b>	<b>Personal Supports</b>
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<b>Environmental Challenges</b>	<b>Environmental Supports</b>
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

<b>Teaching Plans</b>	
<b>Pre-Teaching Activities</b>	<b>Who/ Where/ When</b>
<b>Step-By-Step Teaching Sequence</b>	<b>Materials</b>
<b>Plans for Maintenance, Self-Direction, and Generalization</b>	<b>Data System</b>

## COMPASS Caregiver & Teacher Survey

Please rate today's consultation by circling a number on the line nearest to the description that best fits your experience.

I did not feel heard, understood, and respected	<b>1   2   3   4   5   6   7   8   9   10</b>	I felt heard, understood, and respected
We did not work on or talk about what I wanted to work on and talk about.	<b>1   2   3   4   5   6   7   8   9   10</b>	We worked on and talked about what I wanted to work on and talk about.
The consultant's approach is not a good fit for me.	<b>1   2   3   4   5   6   7   8   9   10</b>	The consultant's approach is a good fit for me.
There was something missing in the consultation today.	<b>1   2   3   4   5   6   7   8   9   10</b>	Overall, today's consultation was right for me.

Johnson, Miller, & Duncan, 2000

1. What was most helpful about the consultation?

2. What was not helpful?

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

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

# COMPASS Initial Consultation Feedback Protocol

## Overall Steps for Feedback Protocol: Initial Consultation

1. Gather and review the following items:
  - a. COMPASS Profile / Joint Summary
  - b. Audio clips of consultation
  - c. Consultation report with goals and teaching plans
  - d. Consultation satisfaction (parent & teacher)
  - e. Consultant self-report of fidelity, process skills, and teaching plan quality
2. Enter all consultant self-report data and teacher/parent satisfaction data into this form.
3. Listen to audiotape (initial 10 min introduction; 10 minutes discussion social skills goal, 10 minutes of social skills teaching plan development, last 5 minutes).

*The steps to the left are the steps that your supervisor will go through to provide you with feedback on your consultation.*

←

### A. Adherence Checklist

**Instructions:** Check the following boxes for the elements that occurred during the consultation. Refer to all materials gathered. Leave it blank if not present or not sure.

	Consultant	Supervisor
Beginning the COMPASS consultation		
1. Teacher and caregivers attend entire meeting		
2. Provide an overview and explanation of COMPASS including the purpose/outcomes of the COMPASS Consultation		
3. Provide an overview of social, communication, and independent learning goals and why they are important to target for students with ASD.		
COMPASS is collaborative as defined by		
4. Planning for the student's program is based on input from all participants		
5. Caregiver and teacher contribute ideas for goals and teaching plans		
The COMPASS consultation process incorporates:		
6. Handouts, including the COMPASS Consultation Report and student's COMPASS profile, to help organize information, identify student's needs, and solicit input from all members		
7. Facilitated guidance and structure from the consultant		
8. A description of the student at home, in the community, and at school		
COMPASS consultation results in proactive problem solving		
9. Interactive problem solving is implemented by team members providing input and ideas for specific problems for implementation and solutions		
COMPASS consultation concludes with a plan for further action		
10. Develop clear action plan for follow-up (plan to update IEP, schedule coaching sessions, etc.)		
11. Check everyone's understanding of the goals and plans at the end of the consultation and clarify any questions or ambiguities		
<b>Total</b>	<b>x/11</b> <b>X%</b>	<b>x/11</b> <b>X%</b>

**B. Quality of Delivery Checklist**

**Instructions:** Review each skill by checking the box if the consultant demonstrated the skill. If the consultant did not or you were not sure, leave it blank.

	Consultant	Supervisor
<b>Area 1: Clarifying Questions and Concerns</b>		
1. Paraphrase what is said at least once		
2. Validate concerns and “listen” for feelings		
<b>Area 2: Keeping the group moving forward and focused</b>		
3. Consultation audio is 3 hours in length (+-15min)		
4. Gently redirect conversations that stray from the goal of the activity; if conversations on topic/ goal-directed, give credit		
5. Summarize concerns as a topic area closes		
<b>Area 3: Involving all participants and Questioning</b>		
6. Involve all participants (encourage listening and seek information from all participants)		
7. Avoid giving answers and instead ask open-ended questions		
8. Check for understanding		
<b>Area 4: Valuing all participants’ input &amp; demonstrating cultural sensitivity and responsiveness</b>		
9. Remain nonjudgmental		
10. Use genuine minimal encouragers (“okay”, “that’s helpful to know”) to validate participant statements		
11. Use a tone of voice that communicates interest		
12. Avoid acting as the “expert” by demonstrating that parents/caregivers are the ultimate decision makers for services and supports for their child		
<b>Score</b>	<b>X/12</b> <b>X%</b>	<b>X/12</b> <b>X%</b>

**C. COMPASS Consultation Session Rating Scale (refer to parent and teacher feedback)**

**Instructions:** Teachers & caregivers rated the session on a 1-10 scale (10 being the most positive). Adapted from Johnson, Miller, & Duncan, 2000.

		Teacher	Caregiver
Relationship:	I felt heard, understood, and respected		
Goals or Topic:	We worked on and talked about what I wanted to work on and talk about.		
Approach or Method:	The consultant’s approach was a good fit for me.		
Overall:	Overall, today’s consultation was right for me.		
1. What was most helpful about the consultation?			
2. What was not helpful?			
3. What supports do you need to implement the ideas shared in the consultation?			
4. What barriers do you foresee in being able to implement the ideas shared in the consultation?			





**E. Summarized Supervisor Feedback**

Areas of Strength:

Areas for Growth: