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.

Balancing Challenges and Supports

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.

What we don't see and

must carefully infer

- □ 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.

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

Personal Challenges **Personal Supports** • • • • • • **Environmental Challenges Environmental Supports** • ٠ • • • •

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

Social Goal

Personal Challenges Personal Supports • ٠ • • • • **Environmental Challenges Environmental Supports** • • • • • •

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

Independent Learning Goal

Personal Challenges Personal Supports • ٠ • • • • **Environmental Challenges Environmental Supports** • • • • • •

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

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,											I felt heard,
understood, and	1	2	3	4	5	6	7	8	9	10	understood, and
respected											respected
We did not work on											We worked on and
or talk about what I	1	r	2	4	5	6	7	8	9	10	talked about what I
wanted to work on	T	2	5	4	Э	0	/	0	9	10	wanted to work on
and talk about.											and talk about.
The consultant's											The consultant's
approach is not a	1	2	3	4	5	6	7	8	9	10	approach is a good
good fit for me.											fit for me.
There was											Overall, today's
something missing	1	2	2	4	E	6	7	8	9	10	consultation was
in the consultation	T	2	3	4	5	0	/	0	3	10	right for me.
today.											
										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).

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		
Total	x/11	x/11
	X%	X%

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

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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
Area 1: Clarifying Questions and Concerns		
1. Paraphrase what is said at least once		
2. Validate concerns and "listen" for feelings		
Area 2: Keeping the group moving forward and focused		
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		
Area 3: Involving all participants and Questioning		
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		
Area 4: Valuing all participants' input & demonstrating cultural sensitivity and		
responsivity		
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		
Score	X/12 X%	X/12 X%

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 he	lpful about the consultation?		
2. What was not help	ıful?		
3. What supports do	you need to implement the ideas shared in the consultation?		
5. What supports up	you need to implement the ideas shared in the consultations		
4. What barriers do	ou foresee in being able to implement the ideas shared in the c	onsultation?	

D. Intervention Plan Quality Scale

Instructions: Please rate each item by using the corresponding intervention plan columns (i.e., C =Communication, S = Social, and L= Independent Learning). Check the following boxes for the elements that were observed in each intervention plan.

	С	onsulta	nt	Supervisor			
	C	S	L	C	S	L	
1. The goals are SMART (Specific, Measurable, Attainable,							
Relevant, and Time-bound)							
2. The teaching plans for each of the target skills are clear and							
specific							
3. The teaching plans list who will implement the plans and where							
and when they will be implemented							
4. The teaching plans list the resources and materials, including							
any modifications or accommodations, needed to implement							
the plans for each of the target skills							
5. The teaching plans describe the data collection system that will							
be used to monitor progress towards the goals							
6. At least one personal challenge and support and at least one							
environmental challenge and support of the student are							
addressed in the teaching plans for each skill							
7. In addition to reinforcement, at least one evidence-based							
practice for children with ASD is used for each of the target							
skills							
8. Pre-teaching activities (activities that address prerequisite							
knowledge or skills) are described in the teaching plans for each							
of the target skills							
9. The teaching plan matches the proposed goals in that the							
teacher engages the student in goal-directed activities for each							
of the target skills							
10. The teaching plans discuss how the teacher/peer/environment							
will obtain the student's attention at the start and maintain it							
throughout the teaching sequences for each of the target skills							
11. The teaching plans discuss how (e.g., verbal, picture, gesture)							
the teacher/peer will make an initial request or set up the							
environment in such as way (e.g., structured workstation) that							
the child can understand the goals of the activities							
12. The teaching plans remind the teacher to provide sufficient							
time (3-5 seconds) for the student to perform each of the target							
skills after the initial requests and following each prompt to							
perform each of the target skills							
13. The teaching plan describes how the child will be reinforced for							
completing each skill (e.g., lists specific reinforcers and							
mechanisms for implementation)							
14. The teaching plans describe in appropriate detail how the							
teacher will scaffold the skills for each of the target skills (e.g.,							
instructional scaffolding = build on prior knowledge/skills,							
material scaffolding = visual prompts or cues, task scaffolding =							
breaking down the steps of a task and modeling them)							
15. There is a plan for maintenance, generalization, and self-							
direction for each of the target skills							
	X/15	X/15	X/15	X/15	X/15	X/1	
	X%	X%	X%	X%	X%	X%	

E. <u>Summarized Supervisor Feedback</u>

Areas of Strength:

Areas for Growth: