

Chapter 7

COMPASS Consultation Action Plan: Step B

Overview: Chapter 7 covers Step B of the COMPASS consultation process and provides forms and handouts used to conduct the consultation.

In this chapter, we:

1. Describe Part B of the COMPASS Consultation.
2. Prepare you to facilitate discussion of the parent's and teacher's concerns and generate consensus regarding prioritized skills.
3. Prepare you to write a measurable objective and a corresponding teaching plan.

The primary activity in this chapter sets the stage for developing the educational foundation for the student and is the second step described in the COMPASS Consultation Action Plan for Students with Autism (see Table 7.1). As you learned in Chap. 6, Step A helps the consultant prepare for the collaborative consultation. Chapter 7 provides a description of Step B, which is the beginning of the consultation process. The activities in Step B are designed to give all participants a common understanding of the student's current personal and environmental challenges and the personal and environmental supports necessary for success. It is encouraged that administrators and personnel who interact with the child be invited to the consultation. Although they may not have completed COMPASS forms, they will be able to provide valuable input and receive a wealth of information.

Step B: Activities During a COMPASS Consultation

Following the activities described in Step A in Chap. 6, activities in Step B focus on team building and discussion. The aim of Step B is for all participants to develop a shared understanding of the challenges (risk factors) to learning and the supports (protective factors) necessary for success for the particular student.

Table 7.1 Step B of the COMPASS Consultation Action Plan for students with autism

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1. Discuss COMPASS Consultation Training Packet
 2. Discuss COMPASS Consultation Joint Summary
 3. Identify and come to consensus on three prioritized objectives and write measurable objectives
 4. Write measurable IEP objectives for the consensus areas
 5. Develop COMPASS teaching plans for each measurable objective
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In this chapter, we provide you with detailed instructions on how to conduct a COMPASS consultation. We have also included an *Abridged Protocol for Step B of the COMPASS Consultation Action Plan* in the forms section of this chapter. We recommend you print out this abridged version and take it with you to the consultation. This will help you keep focused and will help prompt you on the next steps.

The actions required in Step B are explained below.

Discuss COMPASS Consultation Training Packet

The COMPASS Consultation Training Packet provides the forms and illustrations of the concepts that you will use to generate a shared focus between the caregiver and teacher. Before you distribute the packet, you will first give a brief introduction of the goals and techniques of the consultation and will have participants sign in (see Section “Introduction and Sign In”).

Introduction and Sign In

At the beginning of the consultation, introductions are provided and the role of the consultant is discussed (see Sample Script 1). We have provided sample scripts that can be used. When conducting the consultation, it is important that consultants apply their own style of interaction and use their own words. An important attribute of an effective consultant is authenticity.

Sample Script 1

Overview of COMPASS (show the COMPASS Model Form): “You know (student’s name) better than I do. By working collaboratively using all of our knowledge and expertise, we can enhance (name’s) response to his/her educational program. You have already provided us with a wealth of information about (student’s name), which we will use today as we all plan together. I am here as a facilitator. I will be using the COMPASS Model to better understand (student’s name) and develop a personalized program based on current best practices and your priorities for (student’s name)” (Have participants sign COMPASS Sign In sheet).

Explanation of COMPASS

After the introduction, the consultant provides a copy of the set of materials labeled as the *COMPASS Consultation Training Packet* provided in the forms section at the end of the chapter. The training packet has handouts that are referred to during the consultation. First, an explanation of the model (see Sample Script 2) is provided.

Sample Script 2

Overview of COMPASS (show the COMPASS Model Form): “Our goal is to enhance (child’s name) competence by considering how to balance personal and environmental challenges with personal and environmental supports. The challenges are the risk factors that may keep a student from learning. These include those within the child (personal factors) and those that the environment creates for the student (environmental factors). Supports are protective factors. They include personal strengths and interests and environmental supports such as teaching strategies and various accommodations or modifications. In order for a student to be successful there must be enough on the support side to balance what is on the risk side.”

The consultant also refers to an *illustration of the COMPASS Model* (provided in the *COMPASS Consultation Training Packet*). The consultant should emphasize increasing the team’s awareness of the relationship and the tentative balance between challenges and supports throughout the consultation. For example, the consultant reminds the team that the task of learning creates major stresses and anxieties for the child when the personal challenges combined with the environmental challenges are out of balance. The person with ASD is competent when the supports counter-balance the challenges. The role of the team, then, is to understand the process of how to identify, develop, implement, and monitor supports. As with all students, the supports or individualized instructional strategies need to be adjusted over time as the student develops and as environments change. To accomplish this goal successfully, the whole student has to be understood by all who are responsible for teaching the child and the consultant has to be able to help the parent and teacher understand the links between observable behavior, underlying symptoms of autism, and skills to teach.

Explanation of Purpose/Outcomes of COMPASS Consultation

After the basic information on the rationale of the approach for planning is explained and questions are answered, the consultant clarifies the purpose and expected outcomes of the consultation. The consultant then hands out the *Purpose/Outcomes of the COMPASS Consultation* sheet (see Table 7.2) and answers questions from the participants. This table is reproduced at the end of the chapter in a format suitable to give to the parent/caregiver and teacher.

Table 7.2 Purpose/outcomes of the COMPASS consultation

Enhance parent–teacher collaboration in order to provide a holistic assessment of the student’s current functioning, learning, and needs
Provide a process to reach consensus on recommendations for an individualized educational program including specific positive, individualized teaching strategies
Write three measurable objectives from prioritized goals and develop specific teaching strategies for these. If preferred, the team may select to write more than three goals
Enhance purposeful and active student engagement in learning

Also provided is an *illustration of an iceberg* (available at the end of this chapter). This handout is used to illustrate two components that are critical during COMPASS consultation. The first aspect is to remind participants that the behaviors of children with autism represent the surface or tip of the iceberg. This is what we “see.” As we share the information provided by the people who know and teach the child, we will be better able to examine what is happening below the surface, from the child’s perspective. The child’s behavior is influenced by the child’s understanding of social interactions, ability to relate to others, understanding of language, and ability to communicate with others. Because children often cannot tell us what they are thinking or feeling, we have to interpret their thoughts and feelings. Our interpretation is based on what we are able to observe. But we also must be able to translate what we observe and act as an interpreter for the child.

The second aspect is that when there is behavior that is interfering with the child’s progress toward developmental skills, an educational approach is taken to address the problem behavior. In other words, the goal is to identify what skills and knowledge the child needs to acquire to replace the problem behavior. Problem behaviors are viewed as serving some function for the student. Our job is to try to take the perspective of the student and understand how he or she views the world.

Overview of Best Practices

Next, the consultant provides an overview of best practices and distributes the *Overview of Best Practices for Individualized Education Plans (IEP) for Young Students with ASD handout* (see Table 7.3; also reproduced at the end of this chapter). This overview of best practices for educational programs comes from recommendations from the National Research Council (2001) for programs of children with autism between the age of 3 and 8 years.

It is helpful to educate or remind the caregivers and teachers of the components that are necessary for a high quality educational program. Also, it sets the stage for the rationale for developing IEP objectives that are essential for students with autism. One aim of the COMPASS consultation is the development of IEP objectives that address at minimum a social skill, a communication, and a learning skill. Learning skills are the behaviors that will assist the student in becoming more independent.

Table 7.3 Overview of best practices for individualized education plans (IEP) for young students with ASD

The Individualized Education Plan (IEP) is the method used for prioritizing and planning educational objectives. The educational objectives should include the growth of:

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 when required

Engagement and flexibility in tasks and play that are developmentally appropriate. This should also include awareness of the environment and the 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

Discuss the COMPASS Consultation Joint Summary

After these activities, the consultant provides the participants a copy of the COMPASS Consultation Joint Summary forms previously completed by the parents/caregivers and teachers and summarized using the *Joint Summary Template* (at the end of the chapter). The next step is the identification of the parents' and teachers' concerns and priorities, followed by agreement on at least three teaching objectives that address social skills, communication skills, and learning skills. Each skill is translated into a specific and measurable teaching objective. Chapter 5 discusses in more detail how to write IEP objectives that are of high quality. The last activity is the development of COMPASS teaching plans for each measurable objective. Each one of the four activities is described below and more detail is provided.

Specifically, the consultant will review summary information from the parent and teacher COMPASS forms and provide copies of the summary to all participants. This step is performed by sharing with the participants the information from teacher and parent forms, showing how this information fits in the model, asking if it looks accurate, and finding out if there is other information to add.

As the consultant, you are responsible for keeping the team focused and moving forward. Summarize information as it is shared and remind the participants of the link between what they are observing and how their observations relate to the COMPASS model. It is helpful to take notes throughout and keep in mind issues that the caregiver and teacher describe as salient. Also, keep in mind pivotal skills that might be important for selection as a targeted objective. Table 7.4 provides ideas on how the consultant can keep the team focused and moving forward during the consultation.

The review begins with a discussion of the *child's strengths and preferences* (see Fig. 7.1), followed by *fears and frustrations*. Be sure to obtain examples of behaviors and use this information to help the participants understand that the child may not

Table 7.4 Ideas on how to keep the team focused during the consultation

Clarify questions and concerns
A. Ask open-ended questions
B. Paraphrase what is said
C. “Listen” for feelings
Keep the group moving and focused
A. Attend to the time involved for each aspect of the consultation and monitor allotted time throughout consultation
B. Allow enough time for information to be shared, but not so much time that all activities are not completed
C. Gently redirect conversations that stray from the goal of the activity
Involve all participants
A. Steer dominant participants to listen
B. Ask open-ended questions and seek information from quiet participants
C. Summarize concerns as a topic area closes
Value all participants’ input
A. Remain nonjudgmental
B. Use attentive and open body posture
C. Use gestures, nods, and facial expressions to communicate attending
D. Use minimal encouragers
E. Use a tone of voice that communicates interest
Question members effectively to draw ideas from group
A. Ask questions that relate to the topic and are open ended
B. Use Socratic questioning techniques
C. Avoid giving answers and instead ask questions
D. Avoid acting as “expert”
Be flexible enough to include unexpected information
A. Adjust allotted time to address issues or concerns that arise
B. Prioritize time to address unexpected information
C. Validate concerns
Summarize as group moves along
A. Summarize information before moving on to new topic or area of discussion
B. Rephrase information in your own words

be able to express emotions directly and must rely on behavior to do so. Behaviors may be expressions of frustration that must be interpreted by others. The iceberg model is helpful in making the connection between observable behaviors and underlying skill deficits.

The next section covered is *adaptive skills*. It is important to obtain a sense of how much of a problem these issues are and for teachers to understand what the issues are outside the classroom. Often, this activity reminds teachers of the stress that parenting a child with autism may pose and the necessity of teaching adaptive skills that impact everyday living (Fig. 7.2).

M = Mom; T = Teacher; C = Consultant

C: You have marked that he likes to be touched.

M: He's super at hugging and cuddling.

C: He likes water, rough and tumble play, enjoys walking and swimming and jumping.

T: Well, I didn't mark walking, swimming or spinning like his mom did because I don't usually have him do those things. I mean he'll bounce, he'll jump...

C: Okay.

M: And I don't put those in the same context of, to me those of stimming behaviors or characteristics. I don't correlate him doing it in a stimming manner.

C: Right.

M: He's definitely a mobile kid.

C: And you listed computer games, reading, board games.

M: He constantly reads, he almost compulsively reads.

T: Yes. It's to the point that he will read anything that's around him. Anything that you have posted that is within his line of sight.

C: So that is a distracter for him?

M: Yes, and he will read like the teacher directions, like all the fine print...

T: Fine print kind of interests him because he thinks that it's some kind of secret something. He pays close attention to visual details.

M: He completely taught himself to read at age two. I mean we've always read to him but we never had to teach him anything with reading.

T: He's very photographic about it. He's not very phonetic about it so he's been stumbling with some words that you say to him that are not phonetic. Like he has that visual recall of the word.

M: And with that visual recall of the word it's very interesting because conversationally I can tell that he's pronouncing a word the way he's seeing it. He's a highly visual learner and poor auditory learner.

C: Mmm

M: My husband said "I kind of always thought of his reading as his stimming behavior." It is a self calming tool for him and now he always utilizes it.

T: He's reading every time he is on a self break. He will give himself a self break where he can go read.

C: Is his comprehension on par with his reading?

T: Not particularly. He can pronounce most anything. He can decode just about anything we put in front of him. He just doesn't have the maturity to comprehend middle school material.

C: Yes

T: When he is upset he comes in here and bounces on the ball and reads the Cheerio box while I am talking to him.

C: So he's choosing reading for a lot of reasons. It's therapeutic. It's used as a stim to calm down. It's a distracter. It is everywhere and he reads everything. He pulls into himself.

M: And in a way, I mean my husband and I both read a ton, too. And in a way I can relate to it very much. It is, you know, it's after a stressful day. You cannot think about it and I think that's exactly what he's using reading for.

Subject is changed:

C: So all your hard work of filling the forms out has paid off. What do you have to do to make sure he is engaged?

Fig. 7.1 Excerpt from consultation on examples of strengths and preferences that leads to further discussion of behavior

M = Mom; T = Teacher; C = Consultant

- T: And you know he pitches a fit in the bathroom for you to pull up his pants. You have to coach him for him to do it. He can do it, but he wants you to do it. And if you don't do it he comes at you and says, "Want help" or "You do it" or something to get you to pull them up. When I say, "No" he makes warning noises.
- C: So some of what we want him to do is be independent at doing the things he can do. We need something for this I think. It is a big part of kindergarten.
- T: I don't know if it is a control thing or not. He's controlling you by telling you to pull up his pants.
- C: Well, I think there is another part here too that you were talking about earlier. He can do things but wants you in the room.
- T: and M: Right.
- M: He is dependent upon the praise.
- T: We need to get him to do it without the praise.
- C: Without a lot of constant attention. Or figure out how he can reward himself and show us later at a different time. "Look what I did! I did it by myself!" He could learn to do that.
- M: Yes, or give yourself a hand.
- C: So, we can find an objective that would hit at these things... It is kind of like self-monitoring, doing things with self regulation. He might have a little checklist that is on his desk. He gives himself a check or happy face if he did the things on the list.
- T: Good idea.
- C: But there have to be teacher reliability checks to say, "You're right, I agree with you." And it might just be, "Look at what you did! We are going to show Mom!"
- T: Mmm, because he does go home and show her things that he did during the day.
- M: He has not done that until this year. Sometimes he tells me. Like when I say, "How was your day?" He might say, "The playground, Ms Joy kick!" You know he has it going on in his head.
- T: You have to read between the lines to figure out that he did something.
- M: At least he is trying to let you know, last year you got nothing out of him.
- C: So, it's almost like in our three goals that there is group behaviors, this whole thing about self monitoring, and then peer interaction.
- T: And how is that going to work? They are not taken directly from the IEP.
- C: Two are directly from the IEP and one you will probably need to add.
- T: OK, because that is how we need to monitor progress, correct?
- C: Right.

Fig. 7.2 Excerpt from COMPASS consultation on coming to agreement on helping the child reach more independence while discussing behavior and relating to goals

Related to personal management are *problem behaviors*. During this review, obtain a sense of how interfering the behaviors are and make note of these behaviors. As information is shared on the child's social and communication skills, making a link between these problem behaviors and skill deficits using the iceberg model will help identify pivotal skills that can replace problem behaviors (Fig. 7.3).

The next session deals more directly with the *child's play and social skills*. Understanding how the child plays and interacts with objects provides important information that can be used to help participants interpret why the child may not be interacting or playing with other children appropriately. It also helps them understand where the child is starting before the next step of skill development can occur and that specific teaching plans will need to be implemented to obtain the next step.

M = Mom; T = Teacher; C = Consultant; Adm = Administrator

- C: What is a tantrum? If I saw a tantrum on videotape what would it look like? What does he do first? The first sign?
- T: Screaming, he does that “AHHH”
- M: It’s that scream.
- T: Yes, Well sometimes it’s that he stiffens up and stops. He just stops where he is and ofcourse he weighs 80lbs, so it’s like...I can’t get him to go.
- M: The last we weighed at the doctor’s office which wasn’t that long ago, about a month, he was 56 lbs.
- T: Which is big. (Laughs)
- M: He’s stocky.
- T: He stiffens and stops and does that vocalizing, kind of like an EHHH. And then it’s yelling out and if it’s really bad it’s the screaming, the pulling away, the jerking away and then there were a couple of times where there’s just been tears, just the crying, and he’s really loud.
- C: So that’s a tantrum that can also go into aggression?
- Adm: Well, that’s the wailing out loud on the floor...does it lead into that?
- T: Yea. The aggression...I don’t know. It’s just kind of hard to put a finger on this. It’s kind of like the jerking away and the pulling because I really haven’t seen the aggression this year. That day he laid his hand on my cheek was the most aggressive thing he’s done.
- C: That’s a good thing.
- T: Last year he would lunge at me and try to bite me and I haven’t seen that. Even though his frustration level has increased significantly, his aggression has decreased.
- C: How many times at school on an average day would you say he has one of these episodes?
- T: Full blown or just a portion of?
- C: Any portion.
- T: Oh, gosh... 10 to 15
- M: Oh my gosh, I didn’t know it was that bad.
- T: Well, it’s just whenever it’s time to come in from a walk or it’s time to come in from the playground and he’s not ready to come in or if it’s time to go back and do tasks, it’s kind of like..
- C: What does he do to protest since it isn’t the full blown tantrum?
- T: It’s kind of jerking away, stopping and it’s more vocalizations, EEH! But it’s really loud. It’s not necessarily screaming or yelling but it’s a really loud vocalization.
- Adm: Will he give in and do it?
- T: Most of the time.
- Adm: Like if you redirect him it stops the fit?
- T: Most of the time. If you say, “No. This is not a choice. Line up,” he’ll do it. He’ll go on and do it, but full blown....
- C: Full blown, How many of those a day?
- T: There’s probably not an average of 1 a day.
- C: And that’s where he’s on the ground?
- T: Right, Yea.
- C: And those are the ones that last for some time?
- T: MMM. To me maybe two or three stand out since school has started. Again where it was really hard to get him to calm down. He was just in tears and he was just so upset that it was hard to kind of get him to chill out a little bit.
- C: Would you say a couple a week?
- T: Full blown. No
- C: Once a week?
- T: Maybe at the most

Fig. 7.3 Excerpt from consultation—discussion of trying to understand behavior

M = Mom; T = Teacher; C = Consultant; Adm = Administrator

- C: What about at home?
- Adm: I know his grandma said he had one this weekend that lasted twenty minutes.
- C: Does that sound like the full blown tantrum we have talked about and is that what you see at home?
- M: MMMMM
- C: Is there aggression at home?
- M: Not a whole lot.
- C: Do you get a lot of this protesting at home?
- M: Yes, Oh, yes.
- C: But not as much as a full blown tantrum?
- T: But at home I think too, and I think mom would agree, is a lot less structured than at school.
- M: Yes
- T: He doesn't have a set bedtime. He doesn't sit down to eat supper at a set time necessarily. There's not nearly the structure he has here.
- Adm: Same time we eat breakfast, same time we eat lunch.
- C: When he is having a tantrum at home, not full blown, how many times do you say that happens like during an evening.
- M: A lot. I mean anytime... but I don't make him..
- C: So if you ask him or tell him to do anything it would be a tantrum?
- M: Yes
- C: And then what happens?
- M: Going to bed has been really hard. Last week he didn't go to bed until 12 or 12:30 and I couldn't get him to lay down.
- T: Which in turn affects him at school because he comes in and from the moment he hits the door it's, "Whoa, he's in a bad mood today."
- C: So pretty much every night bedtime is a hard time?
- M: Except the last two nights he has been in bed at 10:30.
- T: But does he still get up during the middle of the night and wander around?
- M: Sometimes. He does it regularly, but it's not everyday. It's like once every two weeks.
- C: What about getting him up in the morning?
- M: Oh, it's hard.
- C: And dressing him...
- M: I try to wake him up. I'm like Jimmy, let's get ready for school. Get up. Get up. He won't. I physically have to lift him up.
- C: That's every day? Every morning?
- M: Mmm.
- C: And do you dress him?
- M: Yes
- C: OK. And is he protesting.
- M: He's asleep.
- C: OK so really at home it's hard to ask him to do anything.
- M: Uh Huh.
- C: So we are really talking a lot about motivation and trying to figure out how to get him to want to follow our directions.
- Adm: For safety reasons too. You know...not to run out of the cafeteria and into the parking lot.
- C: So let's identify things that make him mad or upset. These are the triggers to his behaviors. And we have talked about running off, jerking away, refusing to move, and tantrums.
- T: He screams when we take him to the potty, when he has to come in, when he has to stop doing something he likes, when he has to sit...
- C: OK, when you are requiring him to stop something to transition to something else, transition times...
- T: It's more like a transition from a preferred activity to a non-preferred.
- C: Right. It seems like he does the folder time without protest.

Fig. 7.3 (continued)

M = Mom; T = Teacher; C = Consultant; Adm = Administrator

- T: Yes, because it's the one time where he's made to sit down and focus. We are going to make an exact schedule with pictures for him.
- C: How many folders will he do now?
- T: He will do five, but not without some fussing and trying to get out of it.
- C: But can he do them?
- T: Oh, yes. And that's what's so upsetting, I've seen his potential. He is just like a little sponge.
- C: When is he trying to get away from you?
- T: Well he is in a corner blocked in with someone sitting behind him straddling him in a chair so he can't go anywhere. All his choice is to sit there and yell. Sometimes he'll flop and try to slide down under the table. You have to straddle him and hold your feet up against the chair so he can't scoot it and wrap your legs around it. This is becoming a real disturbance to the other children.
- C: Well, let's look at this. You are wanting to teach him and you are wanting his tantrums to decrease. What do you want to see increase? Compliance?
- T: Yes, I want him to comply.
- C: So what I am thinking of are the skills we want to teach him. So staying calm...
- T: Appropriate communication... functional communication.
- C: Well, what if he communicated "No" instead of screaming and yelling? He just said, "No."
- T: Right. Yea. Which we still can't always... even if he says "No" he might still have to do it.
- C: Right now it looks like he is turning away, screaming and tantrumming for all negations on this sheet, "I don't want to," "Go away," "No, I won't," "I don't want it," "I want to be finished." So, maybe that's what we want to do. Teach him a functional way to indicate "No." It doesn't mean giving in to him, it means we got his message and then in a minute he will do the activity.
- T: He also may need more choice.
- Adm: He could choose "Yes." He could choose from a card like "Want to be alone," "Going to a special place," "Going for a walk," etc.
- C: OK, so I added on here, saying "No." But then we need to motivate him to complete something even though it is frustrating to him. And we will add making choices.

Fig. 7.3 (continued)

The questions that ask about the *social behaviors with adults and with children* are intended to help the participants "see" that the children interact with adults better than with children. The consultant explains that adults tend to structure social situations for the child and adapt more to the child than peers do. Because of this, specific teaching plans will need to consider peer interactions and peer training. See Fig. 7.4 for an excerpt of discussion on social and play skills from a consultation.

Analysis of *communication skills* occurs next. The consultant reviews the words and actions the child uses to make specific requests, to negate, to comment and to express feelings. During this review, the consultant can emphasize the extent to which the child relies on behaviors and actions to communicate the messages. Figure 7.5 provides the dialogue between the participants on gaining consensus on how to use a visual communication system. Discussion also needs to include pivotal communication skills to target in the educational plan. If the child has significant behaviors that interfere with learning and participation in home and school activities, analyze possible communicative intentions of the problem behavior. Again, refer to the iceberg model and question participants' theories about the causes of behavior. For example, if the child refuses to complete a requested activity, examine how it is that the child expresses no or refusal. If the child hits or scratches when given a request, this suggests a pivotal skill for the child to learn—how to indicate no appropriately (Fig. 7.5).

M = Mom; T = Teacher; C = Consultant; Sp Path = Speech Language Pathologist	
C:	So, when he's playing with other children, he's playing mostly alongside them?
T:	Yes.
M:	He will go get somebody on the playground to teeter totter with him because he knows that requires two.
C:	That's great. How does he do that?
T:	He'll just grab them.
C:	What if they don't want to?
T:	We tell them that Gary wants you to teeter totter. And they are like okay with that. Gary wants me to teeter totter. He doesn't want to do it for a long, long time. They'll just stop what they're doing and go do it. Gary gets off and everyone is happy.
C:	Well the other kids must like to do it too.
T:	Yes. They love him.
M:	He's very affectionate and easy-going for the most part.
C:	And some of the ways he plays with his cousin is to rough house?
M:	Yes, they are playing. They're wrestling and they're laughing. Sometimes we have to tell them, "No more."
C:	Yes, roll balls or something else. So now let's go for a minute to imitation, because that is an important pivotal skill that children need to have in order to learn.
T:	We clearly have Gary doing that by watching the other children and doing what they are doing so he can imitate body movements, sounds, what a kid does with an object.
C:	Many children with autism don't have these skills at his age. So he has this basic skill that is going to help all of his learning. Now let's look at interactions for a minute. You say that he interacts with both adults and peers but there are some problems keeping interactions going. Is he doing much cooperative play - going back and forth with children?
Sp Path:	I don't see much cooperative play.
C:	It's more parallel from what you describe.
T:	Yes, It's more parallel. He builds nice roads out of blocks and stuff but not really with anybody. Now, I've had him do it before. I say, "Let's build" and do it with him, and he will.
C:	So with help he will do it.
T:	Yes, I'll say, "Come on guys, let's build," and so he'll come and do that.
M:	He's getting better, but when he first started he would stick to himself a lot.
T:	Yes, and he still does.
C:	And what about his turn-taking in general?
T:	We're working on it.
M:	If the baby picks up anything of his or even touches it he's like, "No baby," and he gets mad and the baby is just getting big enough to be able to do that.
C:	And well, it may have to be that some things are Gary's, and some are baby's, and some are to be shared.
M:	He imitates what he sees on TV. I caught him doing that dance the other day. He loves play station too.
C:	So he has some very good social skills to build on. Maybe taking turns with peers might be something to work on.

Fig. 7.4 Excerpt on discussion of social/play skills from COMPASS consultation

The next two sections cover *sensory challenges and sensory supports*. Because young children with autism have limited ways to express themselves, it may be difficult to understand what types of environmental stimuli may bother them. What bothers one child may not bother another child with autism. Thus, sensory challenges are environmental risk factors personalized to each child. They need to be

M = Mom; T = Teacher; C = Consultant

M: We have tons of cards at home. He's got the first set and the second set. We go through them.

C: Well maybe there are some that he uses at home that he doesn't use at school.

M: Well sure.

C: I wonder if we can't combine and use the cards in some way. We really want him to begin to communicate with other children. So like "Will you chase me?" - knowing the chase card and taking it to another child so he can play chase since this a preferred activity.

T: Yes, we can think of ways for him to communicate with other kids with the cards.

M: OK, say like for instance, he was pulling at the little girl for her to play. Instead of pulling at the little girl, say "Joey, what do you want the little girl to do?" He could choose from two cards, and you could say, "Do you want to go on the playground with her or play ball with her?"

T: So he will show a card?

M: You know he will show swing, he'd be there all the time. He uses a trampoline a lot too.

C: Yes, I think it can be the same format that he's got here, but needs to use it with peers because that seems to be a challenge for him.

M: I am struggling with that.

C: It will take training of his peers too. I think that he is with a wonderful class of children.

T: I agree. I mean if he went up and said, "I want a swing" and if he went to the swings and they were full and the kids saw Jerry head to the swing, they will get off and let him have it.

M: Oh, that's not fair.

T: But that's okay.

C: But that would be neat for him to go up to someone and communicate, "I want a swing."

M: That would make them feel really good too, "Oh, wow! OK, Jerry just talked to me!"

T: Oh, of course!

C: And they have been able to help, and that's the way Jerry talks.

T: And we have discussed it with them.

C: And I think too that when you are watching you can figure out what he needs to say back. Right now he does not have a way to say something back.

T: Right

C: The kids may give you some more ideas about what pictures to put on there.

T: They do. They talk to him. They love to look through the pictures and are so intrigued. They just think it is really neat.

C: So, that's perfect. We've got children who are going to be fantastic at doing this. So how do we write this into an objective.

T: If you don't ask the question the right way, he can't answer it.

C: You already have this on his IEP. Jerry will initiate social interaction. So let's say, Jerry will initiate communication with peers. Right? That is what we're wanting him to do?

T: Uh huh.

M: Yes.

C: Jerry will initiate communication with peers using his communication system, 4 of 5 times a day?

T: You have to have a number attached to it, so how many times? It has to be measureable. So I would look at it as the person who is outdoors with him, would tell me how many times this week he used his card to request out on the playground.

C: So he has someone with him on the playground all the time?

T: Yes. Then we've got to have him carry it with him where he goes.

C: And we want him to do this independently, in other words, without being cued. But do we have to put one with adult cues and then the next one with peer cues? Do you need to tier...

M: Oh, I see exactly what you're saying.

T: Like with the hierarchy.

C: Yes.

Fig. 7.5 Excerpt on discussion of gaining consensus on how to use a visual communication system that leads to discussion of goal and teaching strategies

M = Mom; T = Teacher; C = Consultant

T: I don't know on the IEP...

C: Okay, so, I'll tell you what, let's do it that way. We'll start with the adult cue, because he's probably going to need to be cued within the teaching strategy.

T: Yes.

C: Because he's going to go pull the little girl, since he knows that is what works. So why use something else when this works? The little girl and the other kids in the class are going to have to know to cue him and not just let him have the swing.

T: Right

C: So, let's say with verbal or physical cues, so that means that he gets the cues from the kids or adult cues. The next one would be written independently at which point you're probably going to have to retrain the children to know to wait and not cue him.

T: Yeah, that's kind of like what we do naturally.

C: Like with the cue, "Tell me what you want Jerry?" Other kids will be able to do that. Does that sound right? And we will write all this out in detail.

T: We put both of them together?

C: Well I have... Jerry will initiate interaction with peers using his communication system four or five times daily in two different situations (i.e. playground, certain center, snack time) with visual cues and no more than two adult verbal cues - then with peer cues for the next one. And then the next one is going to be written independently with visual cues only. Once he gets to 4 of 5 times on the first one, we move to the next one. What are the personal challenges for him to be able to do this, to reach this? What do we know that will make this hard for him?

T: I've begun to back off a little and let him be a little bit more independent on the playground and not have to have that adult right with him. And that may be one reason why we're seeing him doing a little more initiating because that adult is backing off and not running or climbing and being the playmate with him. He needs to go out and search for other people himself.

M: Now one thing, there's not playmates that live close to us or anything.

T: I know, in his class, that there would be a great child that would ...

C: That's an environmental challenge. Not many peers at home.

M: Uh, huh.

C: Peers for him to interact with. He's got a whole lot of other supports but not peers. What other kind of challenges, personal challenges?

T: Well, he's got habits, he's got to learn to replace behaviors.

C: Exactly. When he goes to pull and it doesn't work then, we need something for the frustration.

M: There will be withdrawals probably.

C: Right.

M: With frustration.

C: So having the prompt will help, and it would be great if it could come from the peer or whomever is right there.

T: And I have been using it some. "Jerry that's fine. Jerry don't pull me. Use your words." I got that from his speech teacher.

C: What do you say to him, "Use your words?"

M: I say, "Show me what you want." "Yeah, that's fine." "Use your words." "Show me, where's your book?" And his book stays on the kitchen table at home all the time. That's where it stays because it is at eye level. That's the spot he chose to put it. And he will go get it and bring it to me and show me when he is in other parts of the house.

C: Great, great

M: But he's pretty independent at home. He just goes to the refrigerator and gets his own drink...

C: And that's one of the challenges we find with children with autism. It is much harder to communicate through somebody than to go and get it myself or do it myself.

M: Uh, huh.

Fig. 7.5 (continued)

considered and addressed when developing the teaching plan so that learning is not hindered.

Sensory supports like sensory challenges are also individualized for each child. Because many young children are at the sensory and motor level of development, activities and objects that have a sensory component can be used for increasing motivation to complete tasks. Building sensory supports into the child's program can also help with maintaining the child's attention to tasks. See Fig. 7.6 excerpt on a discussion of sensory challenges and supports.

M = Mom; T = Teacher; C = Consultant; Sp Path = Speech and Language Pathologist; Adm = Administrator	
C:	Let's talk about her sensory needs. You have a number of items marked in the auditory area. She makes self-induced sounds. She has problems paying attention. She's sensitive to some sounds and she seeks out some sounds. What noises is she more sensitive to and which does she seek out?
T:	At school she's sensitive to crying and screeches, like in the lunchroom - like when they are putting up the tables before we are done eating. Anything that is out of the ordinary especially in a big room that echoes. Sounds she seeks out are rhythm, pops, bubbles popping, and music. We do rhythm sticks and she really likes that. So anything that is constant and steady, she seeks that out. I notice a lot of songs that she likes. They all have that same beat. Did you notice that?
M:	No, I didn't notice that. I just know that she likes them.
T:	Like, Pop-pop-pop! That one..the beat!
C:	With sight or vision she likes moving things and is excited by open spaces. She likes TV, she likes the computer. Is she distracted by too much visual stimuli and do you see patterns at school?
T:	No.
C:	She doesn't make much eye contact, which both of you said and she has trouble following with her eyes. She does not track well?
M:	Not normally, no.
C:	She explores with her hands and fingers. Touches things a lot. She likes water, mouthing things. She's not too aware if she is hurt, you have marked.
M:	If something hurts, she is getting to where she will show me. She can't really tell me that her stomach hurts, but if she hurts her foot, she comes to me and sticks her foot in my face.
C:	Yes, Anything else with tactile? She seems irritated when bumped by peers.
M:	She doesn't like it when other kids touch her, that I have noticed. Does she do that at school?
T:	Well, we don't touch her.
M:	Well, I saw a kid when I was here who was touching her. She was kind of like pushing her buttons. She turned around and looked at her like she was kind of scared, like she didn't understand. She just looks at them funny when they touch her.
C:	But she likes hugs and cuddling. Does she initiate that?
M:	Yes.
C:	You have a lot of things around taste. Where she dislikes certain textures and foods. What textures does she like and what does she dislike?
M:	Well, she eats chicken and dumplings and they are kind of slimy. And then she likes Cheetos that are real hard and kind of crunch. So I don't know. She loves macaroni and cheese - that is squishy.

Fig. 7.6 Excerpt on discussion of reviewing the sensory checklist and considering what sensory preferences might be used as supports. There is some frustration about the sensory problems

M = Mom; T = Teacher; C = Consultant; Sp Path = Speech and Language Pathologist; Adm = Administrator	
C:	What does she really not like?
M:	She never really... she doesn't try anything new.
T:	She tried that Jello once.
M:	I think she just plays with it. We do that in restaurants. I just get her a big plate of Jello, and she plays with it until I am done eating. I think she thinks it is a toy.
C:	That's a good strategy.
M:	She eats mostly breads and cheese. Stuff like that.
Sp Path:	No fruits, right?
T:	I thought she eats grapes?
M:	Does she?
T:	She tried a few at school. I cut them up real small and she licked them first.
M:	She used to eat apples with cinnamon and sugar on them but not now.
C:	And the other issue is putting things in her mouth. She mouths a lot of things?
M:	Everything
Sp Path:	But don't you think that is much improved?
M:	Oh, definitely.
Adm:	Last year it was a constant. Somebody constantly had to be with her to make sure that she wasn't putting things in her mouth. Now we don't have to watch that closely.
T:	Now it's more exploratory. She'll touch it with her tongue but not really put it in her mouth.
M:	Sometimes she tries to rub her tongue on someone's head.
T:	Especially a little guy in the class with a buzz cut and she loves to touch it and lick it. It's a comforting thing and he lets her rub all she wants to. Last year it was such a worry since she would put the smallest anything in her mouth.
M:	She does taste the shaving cream, but spits it out.
C:	So she is not ingesting any of it. Let's look at movement. She seems fearful on the teeter totter and climbing.
T:	On our climbing gym outside there are little tiny holes in it and the perception seems to be a little off, and she is fearful of that. Someone has to be right there with her. But she is better than last year.
C:	And she spins herself. She enjoys rocking, walking on her toes.
T:	I haven't noticed much toe walking.
M:	She doesn't do it all the time, but sometimes she does. Not constant.
C:	What of these sensory items does she like to do? Which are preferences for her that can be used for supports and reinforcement? They are helpful for her.
Sp Path:	Swinging.
M:	We have a toddler swing at home and she loves it.
T:	She sorts the legos and finds the yellow ones.
M:	She likes toys that feel really weird.
T:	She likes the rocking chair in our room too, comfort. It's a thing she does on her own. She also likes to run her fingers over strings that are hanging and watch them move.
M:	She likes toys from her video.
T:	She likes Dora
C:	So she likes videos?
M:	We rotate them. She has so many. She doesn't have to watch the same one. She doesn't seem to care which she watches.
C:	Then she likes the figures that she has seen in the video?
M:	I go in there and sing and point with them. It's what we do.
Sp Path:	It is so hard to find motivators for her.

Fig. 7.6 (continued)

The final domain of discussion is *learning skills*. Learning skills are the underlying adaptive classroom skills that help children become more independent and effective problem solvers. These are core skill areas impaired like social and communication skills. It is important to discuss with the participants how weaknesses in learning skills affect all areas of learning and independence. Also, if the child has a teaching assistant, helping participants understand that the teaching assistants can become environmental risks when they take over and perform these skills for the child. As this information is shared, the consultant should keep cognizant of which learning skills are emerging and what might be targeted in the educational plan (Fig. 7.7).

M = Mom; T = Teacher; C = Consultant

M: She likes to be unnoticed.

C: She's got to be independent when she wants to do it without anybody looking or interfering with her, right?

T: That's just the thing with her. We know she can do these things but she won't when asked to.

C: She may want to know that she can do it right.

T: Yes.

C: She's not going to get started unless she knows exactly...

M: Laughs...Maybe

C: So you want her to start an activity independently.

T: An activity not of her choosing when requested.

C: And is the request verbal, gestural, visual?

T: She does it now, hand-over-hand.

C: Now she holds her ears and whines when she may want something so the adult has to do all the interpreting. The challenge is that she is a very low initiator. She has to rely on routines and she keeps doing things the same way she is used to doing them.

M: But her brother can get her to imitate him and do things with him.

C: So a peer she trusts and knows is a good model for her. I think that another challenge is that she doesn't have a lot of things that she wants.

T: She is just content to be passive. She's pretty busy in her head.

C: Well, she kind of entertains herself in her head.

M: And she is very cute, and it is easy for her to get adults to do things for her.

C: Is that an environmental challenge or an adult problem? It's a support that she is cute, but it may get in the way of learning.

T: And when she whines, people want to give in to her.

M: But don't (laughs).

C: She needs a model and demonstration, and she needs routine that she can depend on.

T: So in our small group she can see the materials, see how to do the activity from me and a peer, and we do this every day, not always the same thing, but something similar. I will make sure she knows what to do before directing her to do it.

M: She spends a lot of time at home just watching her brother and sister.

Fig. 7.7 Excerpt of discussion of learning skills during a COMPASS consultation

Identify and Come to a Consensus on the Top Three Concerns

Review the summary concerns form that was provided to the participants. Remind the parent and teacher that these concerns become the priority skills for the child to learn. Emphasize that a social skill, a communication skill, and a learning skill are to be targeted for the educational plan because these skills set the foundation for higher level skills. If the child has problem behaviors, help the participants understand the links between the observable (problem) behavior and the underlying impairments in autism that are influencing the behavior. Case study 1 provides a detailed example of how this was done for one child, Anthony.

As the teacher and caregiver concerns are shared with the team, it is helpful for the consultant to write the primary concerns on a whiteboard or paper that the team can view together. The consultant explains and shows the areas of concern that overlap as well as the areas that are distinct. It is likely that most of the concerns will be expressed by both the caregiver and teacher. Skills that may not overlap may be domains of learning that are a relative priority at school (academic skills) or at home (adaptive skills). Acknowledge the importance of these skills but also explain that the focus is to gain consensus on the skills that relate to the domains of social, communication, and learning skills. If there are differences in perceptions of what the priority should be, remind the team of the notion of pivotal skills that when learned, have widespread effects on other areas of development. Figure 7.8 is an excerpt of a discussion on coming to consensus for a social skill goal during a COMPASS consultation combined with writing the goal.

M = Mom; T = Teacher; C = Consultant; Sp Path = Speech and Language Pathologist	
C:	These were some of the concerns you listed and we are going to come to some consensus on the main ones we are going to work on. Some of her main social challenges are tolerating others, interacting / communicating with peers, playing, and moving beyond parallel play. So out of those what would you target to be the main one you feel we need to work on with social skills as we break it down into measurable goals?
T:	I think actual interactions with and communicating with peers.
M:	See all of this plays into that as far as I see it.
T:	'Cause now at this point tolerating others, playing in a circle she is doing great. So a lot of it is learned behavior once she becomes comfortable.
C:	So do you see some kind of reciprocal interaction with peers being targeted as a goal?
T:	Yes.
M:	That would be wonderful!
T:	You can just say initiating, like a verbal 'Come do this with me.' Some kind of initiating play - but that's just the first step I guess.
C:	We can also look at putting something in as a communication skill. If she says, 'Come play with me,' she's got to be able to do something with play.
T:	Right, right.

Fig. 7.8 Excerpt on discussion of coming to consensus of a social goal

M = Mom; T = Teacher; C = Consultant; Sp Path = Speech and Language Pathologist	
M:	...with the person once they get there.
Sp Path:	Like a game.
C:	Right. Still we are at the point right now where she is not particularly caring to play.
M:	Right.
C:	I almost wonder if we are going to need to look at some kind of reciprocal back and forth with a peer?
M:	And enjoy it!
C:	Right. We hope she will enjoy it.
T:	Yes.
M:	So like throwing a ball or passing a book back and forth.
C:	Right. So that she is engaging in some kind of back and forth activity, and we can't measure enjoyment but she is looking at the peer.
Sp Path:	I can't remember what the activity was, maybe dance but there were a couple of activities where she went and took kids' hands.
T:	I think you too (mom) were over by the table, 'cause I remember you were so excited by it and you mentioned it.
M:	She likes Ring around the Rosy.
Sp Path:	Yes, maybe it was some kind of motor activity.
T:	And scarves. She gets very motivated if we have those.
C:	Alright. So we need to figure out on this one how we can write a goal so it's very specific.. Those are really good activities, but may not necessarily be helpful for going back and forth.
M:	Right.
C:	So it may be that we just want her to engage in an activity for a certain number of minutes with a peer where she is.....
Sp Path:	It's almost like you would have her to do some kind of physical play.
T:	Right.
Sp Path:	Where you just have another kid and you put a toy in there.
T:	But the attention isn't going to be on the person anymore.
C:	Right. Is she doing something interactive with kids now?
T:	We always share supplies. We take turns in circle. But when she has free time she just runs and explores her own thing.
M:	She can do it.
C:	But her preference, or her way of doing it is by herself, right? She really doesn't look much at the other child so it's really to define clearly what exactly we want her to do.
M:	She will take the figurine she is using and set it up on the VCR or move it along.
C:	Right. So there is interaction with objects. At home you see her doing more parallel play where she is using more materials, maybe there is some brief interactions but it's not really interactive or cooperative. At school she is really unaware of other children while doing her own activities. It sounds like you are wanting her to be playing and interactive with other children. Is that right?
M:	Uh, huh.
C:	So what we want to think about is where at the end of the school year do we see her?
T:	Right, right.
M:	Here the kids in her class are having some of the same struggles she is. Her siblings, I've noticed, are starting to pull away a little more from her. But I direct them. I say, "Go in there," "Go do this," or "Go do that." So from whichever angle it's coming from at home, she is not being given a choice.
C:	Yes, this is work for her.
M:	So, I think the difference is not that they are giving her a choice, but the other children are having the same struggles as she is here.

Fig. 7.8 (continued)

M = Mom; T = Teacher; C = Consultant; Sp Path = Speech and Language Pathologist	
C:	And that is an environmental challenge that we will have to talk about in the teaching plan. If there is a way for her to be with more social peers, like in her morning class.
T:	That would be something to observe in our classroom, more socialization.
C:	Maybe she could practice in your classroom and generalize to other peers in her morning class?
T:	Right. We could work that out.
C:	Perfect!
M:	So is that where we should bring in her morning teacher?
T:	That was my question. Is it possible for you to help us with the other environment?
C:	Oh, absolutely.
T:	I don't know if that needs to be noted because a lot of these skills are coming across in where we can't totally teach it in this environment, so she needs the dual placement.
C:	Right.
T:	She will interact at a sand table or water table briefly with guidance. It's just on her own she will probably walk away from the table.
C:	Well we would like her to do is do it with a peer, the peer doing all the prompting.
Sp Path:	Then it has got to be in the other environment.
C:	But she could practice it in this setting, right?
Sp Path:	Yes with us being the model.
T:	Right.
C:	She could practice with the adults then she could generalize with plans to the peer. That's just an example what it might actually look like. I'm sure you have lots of other ideas. I think playing with the ball is something she can do with a peer with you there doing the prompting at first.
Sp Path:	Right, Yes.
C:	But still she is learning the skill she needs which is to watch and to keep engaged.
Sp Path:	And we can do that here easily because there are a couple other ones in her class. We also have other kids that are pretty verbal and some in other classrooms that we can pull from to help.
Mom:	Is that something that could be beneficial to the other child though, too?
Sp Path:	Sure.
C:	Yes.
T:	Doing the same skills.
M:	Right, that's what I am wondering, if there is someone like that? And we could sit down and talk to her morning teacher, too, about it. And purposefully target other children than just her brother.
T:	Right.
Sp Path:	'Cause she is comfortable with that.
M:	Very much so.
T:	I think her brother gives her what she wants. She has fresh peers in this class that age appropriately will say "No," so it changes her scheme of what she is used.
M:	So maybe we could ask if there is someone in her class in the other school that we could pull in.
C:	Ok let's see if we can do that with the conditions given, what's the condition? That she has sociable peers? This is what we want her to be doing by the end of the year. Is this during free play, structure or unstructured time?
T:	Well that is one of her goals. We want her to find a friend and request play.
Sp Path:	So during a structured activity she will initiate the play with a friend. But that's not the end goal probably.

Fig. 7.8 (continued)

M = Mom; T = Teacher; C = Consultant; Sp Path = Speech and Language Pathologist	
C:	I guess I would like to see her engage in some kind of reciprocal back and forth for a certain amount of time or certain number of exchanges so we are keeping her on target. Like the ball.
Sp Path:	Right.
T:	Yes. I keep going back to the ball 'cause often when she knows we are going outside and she will ask for the beach ball or ask for the princess ball. She will take it outside and she will kind of kick it somewhere and then she is done. That might be a good start - where it's something she has been interested in and show her how to keep it up.
C:	Right and where she is going back and forth so she is going to engage in "X" number of reciprocal interactions with a peer.
M:	Exchanges.
C:	And an exchange is one back and forth interchange. That's how we can define one exchange.
T:	Is that prompting or a person prompting?
C:	It's going to have to be structured. The prompting is part of the condition. But again think about the end of the year where you would like to see her. So it could be peer prompting with adults out of it.
M:	That's what I was going to suggest, is it be a peer rather than an adult.
C:	Ok, so given a structured play activity She will.... What?
Sp Path:	Reciprocal exchanges.
C:	And how many?
Sp Path:	And is this the end of the year?
C:	Yes.
T:	The ultimate target.
C:	Play through how many exchanges?
M:	How do you put a number on that?
Sp Path:	I mean at least 4.
T:	Maybe 3 to 4. I was going to say once you hit 3...
Sp Path:	So it could be a ball activity, some kind of game activity.
C:	So we are going to play through 4 exchanges and should we say...
M:	That just goes back to her attention span.
C:	You know if we get to this we just keep going, expect more.
M:	Extend it.
C:	And how many play activities? I think we should probably put a number on it. Because we could say she has met it if we do it with the ball only. So how many different play activities?
M:	Is three a good number - Three or four. ?
C:	Three different structured play activities?
M:	Just trying to think of things she likes, her little people or weebles or a game.
T:	Games would be easy to share.
Sp Path:	It's got to be where the other kid needed to complete the activity.
C:	Why?
Sp Path:	It's like what kind of activity and the other child is needed to complete it, whether it's roll a ball.
C:	Or you just set it up that you need to exchange it at least four times. You only have one item and they need to share it.
Sp Path:	Mmm.
C:	And she is interested in whatever it is. And they are working on or playing with something together.
M = Mom; T = Teacher; C = Consultant; Sp Path = Speech and Language Pathologist	

Fig. 7.8 (continued)

M = Mom; T = Teacher; C = Consultant; Sp Path = Speech and Language Pathologist	
T:	One glue stick, or something like that.
C:	And I guess, you know we may have to go to what we mean by reciprocal I think we know ,but we are really looking at trying to get her to look at the child. I'll write something and put a little note in here so we are sure we are all clear on what that means.
T:	Yes.
Sp Path:	Is it physical or touching the child?
C:	Right, yes. Ok, how often will we want to see her do that? The question is how many times will she have opportunities to play the three different activities during the week?
Sp Path:	Do we have to do all three schemes or are we just doing one scheme?
C:	That's what we will have to decide? You just decide what makes sense.
M:	Or is three like an ultimate goal? That's not three daily is it? That seems overwhelming.
T:	I would hope we could give her the opportunity to practice at least two schemes a day
C:	It's whatever you want to do or at least twice a day with at least two different objects. We know for her to learn we want her to have as many opportunities as possible, so two times a day and you keep data what ... weekly?
T:	Daily, we try to write down what we have done.
C:	You do everyday?
T:	What the result is.
C:	Okay, two times a day. Is that clear enough?
T:	Should we say on 80 % on the collection opportunities?
C:	Ok? Just so we are clear. The way this is worded we are cancelling out where she is doing the dancing kind of thing 'cause it's not really reciprocal.
Sp Path:	Well with one scarf they could take turns with one scarf.
C:	That's right.
T:	That's true.
C:	Yes, we could make it a reciprocal.
Sp Path:	Yes, with dance.
C:	The measurable social goal then is "Given 3 different structured play activities (e.g., ball, scarf dancing), she will play through four exchanges with a peer (peer prompts only) twice a day for two activities by the end of the school year." We will write the teaching plan when we have the other two goals. We have an hour and a half left.

Fig. 7.8 (continued)

Write Measurable IEP Objectives for the Consensus Areas

Once the team has gained consensus on at least three skills, write the skill as an IEP objective that is measurable and observable on the *Develop COMPASS Teaching Plan: Environmental Support Form* provided in the COMPASS Consultation Training Packet. Be sure to describe the level of prompting that will be applied. If there is no prompting (other than the use of visual supports or some other environmental support), then it is assumed that the child will complete the skill independently. Chapter 5 has more details on high quality IEPs of students with autism and how to write measurable objectives. Also, list the criterion for success or how many times the child must be able to perform the skill in order to state that the objective was met. Finally, the skill must be specific and observable. If a stranger

can read the objective and be able to observe the skill with clarity of how it “looks,” know when the skill is achieved, and know what conditions under which the skill is performed, then the IEP objective is measurable and observable. Figure 7.8 illustrates a discussion of developing consensus on a social goal.

Develop COMPASS Teaching Plans for Each Measurable Objective

For each measurable objective, the COMPASS teaching plans are developed. This is often the task that takes the most time during the consultation. It is especially important that the consultant does not do the work for the team, but rather ask the team for input as well as provide guiding questions. To be effective in this process, an understanding of autism and use of the salient information provided during the review of the COMPASS Challenges and Supports forms, as well as the ability to use Socratic questioning techniques to facilitate the team’s input into each of the four components that make up the teaching plan is necessary. The Socratic interviewing technique is based on the principle that although the consultant may know the answer to a question, she asks questions as if she does not know in order to guide the parent and teacher to the answer. This allows parents and teachers to have the experience of reaching the answers by themselves. The use of the Socratic interviewing method broadens views by helping parents and teachers discover all the possible aspects involved in answering a question. It empowers participants by expanding their personal sense of control and understanding of the issues and questions at hand. The COMPASS consultation is a process of teaching and learning between all the participants. The team is thinking logically together in order to create new meanings and new knowledge shared among all the participants. This process requires much self-reflection and self-scrutiny on the side of the consultant, the parent, and the teacher. An authentic exchange of the child’s environmental challenges and the supports necessary to counter the challenges results in better plans when self-scrutiny can occur within a trusting and collaborative relationship. It is critical for the consultant to be nonjudgmental and to use active listening skills during this aspect of the consultation. Figure 7.9 illustrates a discussion on the personal and environmental challenges and supports necessary to consider for a student who is learning to take turns.

Following the discussion of the personal and environmental challenges and supports for each skill, the other activities outlined in Table 7.5 are conducted. Provided in Fig. 7.10 is an example of a completed description of the personal and environmental challenges and supports based on the discussion provided in Fig. 7.9.

After discussion of the relationship between the objective and the personal challenges and supports that will hinder or facilitate learning, the next step is to complete the COMPASS Teaching Plan: Environmental Supports Form and the activities described in Table 7.6. Attend to specific details of what evidence base

M = Mom; T = Teacher; C = Consultant; Sp Path = Speech and Language Pathologist	
C:	Okay, so what we want to do is go back to the social goal [the goal is when given three different structured play activities (e.g., ball, scarf dancing), she will play through four exchanges with a peer twice a day for two activities for 80% of opportunities by the end of the school year]. What are the personal challenges that she has for reaching this goal - the kind of things that we know are going to have to be balanced with our teaching strategies? What are the challenges for her to accomplish this skill?
T:	Motivation.
C:	Okay
Sp Path:	And interest.
M:	That's going to apply for every one of these. Distractions will apply to others.
Sp Path:	Yes, distractions.
M:	You know some of that could be hereditary. I get distracted lots of times.
C:	We all have some of this. [Laughter from the group]
C:	And her eye contact problem, just not looking at the other kids. So the distractions are everything in the environment that happen to be there. The challenges in the classroom in the afternoon are finding sociable peers.
T:	That's what I was thinking to say. We don't have sociable peers. They don't have her interests.
C:	Right.
T:	We can try to set her up with peers.
Sp Path:	Yes I think we can.
M:	Are there other peers? I mean I don't want to disrupt her class.
Sp Path:	In her class there are a couple of girls who are verbal who could interact with her.
C:	Good. What are some personal supports that she has within herself?
T:	She's social. That she does enjoy different play options.
C:	Right.
T:	She has the idea when we say go play what that means.
M:	She knows what she wants.
T:	Right and she does act appropriately. She won't hit someone.
M:	Mostly...
C:	Well and a personal support is her reading. Then an environmental support she has is all of you working together.
M:	And her brothers and sisters.
C:	Yes, and she has visual supports. Just lots of things are in place and we want her to function in natural environments.
M:	Yes.
C:	So the distractions are just part of being in those environments.

Fig. 7.9 Excerpt on discussion of personal and environmental challenges and supports for social skills teaching plan

Table 7.5 COMPASS components to consider for personalized teaching plans

For all three objectives, use the COMPASS balance between challenges and supports form to:

Write each prioritized concern as a measurable objective

Identify personal and environmental challenges that may interfere with learning this skill

Identify personal and environmental supports for learning this skill

IEP Objective	Personal Challenges	Environmental Challenges	Personal Supports	Environmental Supports
<p>Given 3 different structured play activities (e.g., ball, scarf dancing), she will play through 4 exchanges with a peer twice a day for two activities for 80% of opportunities by the end of the school year.</p>	<ul style="list-style-type: none"> • Lack of motivation • Easily distracted • Poor use of eye contact and limited joint attention 	<ul style="list-style-type: none"> • Access to sociable peers in afternoon • Lack of "trained" peer • Distracting environments 	<ul style="list-style-type: none"> • Enjoys different play objects/toys • Has idea of "go play" • Knows what she wants—has preferences of certain objects • Acts appropriately – doesn't hit others • Willing to be close to others • Learns by watching • Reads 	<ul style="list-style-type: none"> • Identify sociable peers and teach them to play with her and coach her • Include her sociable siblings in purposeful play • Use visual supports – videos and models to help teach concepts • Use social story • Provide lots of opportunities to practice • See teaching plan for specific details

Fig. 7.10 COMPASS balance between challenges and supports

practice will be considered in teaching the skill (see handout in Forms section of this chapter), what activities you will use or need to develop to teach the skill, what materials will be necessary to use or to create, who, where, and when instruction will occur, and how data will be collected. As this information is being considered, be sure to include the child’s strengths and preferences in planning. Next, plan what cues will be used and how many; also decide on how reinforcement will be applied for correct and incorrect responses. For incorrect responses, because persons with autism often have a delay in processing information, it is important to allow at least 3–5 s before attempting to prompt the child again. It is also important to consider the types of prompts you will use and to start with the least invasive prompt before moving to a more restrictive prompt. More discussion of prompting is available online from the National Professional Development Center on Autism Spectrum Disorders and also in the next chapter. Table 7.6 describes essential details for planning effective teaching plans as well as offers questions to consider for the teaching plans. Figure 7.11 illustrates a discussion of an actual teaching plan, and Fig. 7.12 shows the completed teaching plan based on the discussion. Both of these examples are based on the IEP objective described in Fig. 7.10. After the teaching plans are written, provide a copy of the handwritten objectives and teaching plans to the members.

Table 7.6 Guide to developing a teaching plan

Using a COMPASS Teaching Plan: Environmental Supports Form (one form for each skill)...

- a. Review the evidence based practices that are relevant for the skill
- b. Identify the activities and materials to be used for teaching the skill
 - Question: What are the child's strengths and skill preferences?
- C. Identify additional supports to maximize competence
 - Questions: What visuals are best?
 - What models will be useful (objects, other children)?
 - What place will maximize attention?
- C. Identify the initial cue
 - Questions: Will cue(s) be visual, verbal, gestural, or a combination?
 - How close in proximity will the person be when giving the cue?
 - What eye level would be optimal?
 - Who will give the cue?
 - How many prompts will be given as part of the initial cue?
 - How long will you wait between prompts?
- D. Identify the reinforcement that will be used for correct behavior and how it will be delivered
- E. Identify how you will respond to incorrect responses
- F. Identify how often the skill needs to be worked on
- G. Identify how and when data will be kept, how often it will be collected, and who is responsible to collect it
- H. Identify who will work on the skill

M = Mom; T = Teacher; C = Consultant; Sp Path = Speech and Language Pathologist

- C: Okay, with the social goal we talked about exactly how are we going to start to teach the skill? What are the steps we want to have in place? We talked about first identifying peers. And this will help us to think about the teaching plan. So we've identified social peers and some activities that are going to be motivating to her. On your handout on resources for teachers there some nice websites on how to identify and train peers - like how to get her attention and what to do if she walks away. Things like that.
- T: And preschoolers are good at this
- M: They are really good at this. Well and if there is stuff to train peers that would be huge for us at home.
- C: You want to have kids who can pay attention for at least 5 - 10 minutes. Look under peer mediated instruction.
- Sp Path: We might have to get 1st graders.
- C: Yes, but preschoolers can do this.
- T: So there would be training for them. Like practice?
- C: Oh, yes.
- T: Um, ok and then we need to do what else?
- C: Define the situations.
- Sp Path: Maybe one can be sharing.
- M: She loves music.
- T: They could take turns with musical instruments.
- Sp Path: They can switch.
- T: See I think she can do that but I don't see her doing it on her own.
- C: No this is work for her, learning to play is work for her.
- M: Yes.
- T: So this will be like we have done turn taking. She can with the adult.

Fig. 7.11 Excerpt on discussion of teaching plan for social skills

M = Mom; T = Teacher; C = Consultant; Sp Path = Speech and Language Pathologist

- Sp Path: Like she likes matching wands, maybe there is a special wand. We don't say in here... does she say 'my turn' or how does she get the turn?
- M: Well, no 'cause we left it more open if it is ball play or the scarves.
- T: So since she is capable of turn taking she is very capable of playing the "my turn" game.
- C: Yes.
- M: Hm.
- Sp Path: But maybe if we structure it as not necessarily it's my turn with the red scarf, but this is the way it works and so dances with the blue scarf.
- T: And then switch. We play with tapping sticks. You hand your sticks to your neighbor.
- C: Right.
- Sp Path: Maybe it's easier to start with passing something, then work up to different colors.
- M: Yes.
- C: Maybe it addresses that this is the way we play the game more than we are going to take turns.
- T: Right.
- C: I think, too, that the activities that work best are those where there is nice engagement between the two children. There is the reciprocal, back and forth interaction.
- Sp Path: Well you can't do "Row Row Your Boat" unless you both do it, can you?
- T: I don't really see that as reciprocal.
- M: It's not.
- Sp Path: It's engaging.
- C: Yes, It's engaging.
- T: What about if we are playing "Bob the Builder" with a peg builder and take turns with the hammer?
- C: Yes.
- T: Until we get them all done.
- C: Yes.
- T: My turn, your turn back and forth. Let's finish the whole thing.
- C: So we are all working on the same thing.
- T: Right.
- M: Yes. Sometimes it's hard for her to keep doing it. She likes "Duck duck goose." Does that count as reciprocal?
- C: Reciprocal, joint attention.
- M: Hmm.
- T: And that's really important for her.
- M: Yes.
- Sp Path: That's a group one. That's what I see is missing.
- T: She doesn't do that.
- M: She does at home. I mean if she wants too.
- T: Right, right. And it's probably here 'cause we don't have enough kids for her to engage with a group.
- M: I'm sure in the morning program there are multiple kinds of things they do in groups.
- C: Okay. So we just have identified some of the activities after we have an activity all set up then what do we do? What are some strategies we are going to use to teach her?
- Sp Path: Well go to verbal, "Whose turn is it?" We could use a visual for "my turn" where she actually has to get a card with words.
- T: Says, "It's my turn."
- M: Yes.
- T: Yes. It goes back and forth between the kids.
- C: If you made a video of doing this and showed it to her, would she watch it?
- M: Oh, that would be good.
- C: Video modeling for her.
- T: I found even when we try to do the ball exchange - physically. Yes, I mean if we are rolling the ball for her.

Fig. 7.11 (continued)

M = Mom; T = Teacher; C = Consultant; Sp Path = Speech and Language Pathologist

M: If we are just standing there. She is in space. And seeing her brothers and sisters doing it and watching it helps.

C: We always want her to see herself doing it positively or correctly. Watching others model the skill helps her too.

M: Another activity we go do is face painting or something on each other.

T: Hmm.

M: Doing something like putting stickers on each other. So it's more of a natural.

T: Fun. Princess stickers.

M: She likes make up or stickers on her nose. Her make-up! It's more like my make-up.

C: Reciprocal play, that's good. Let's look at what we have so far for the teaching plan. Before the first coaching you will have time to think about these and try some activities and strategies out. Then we will go from there. So far we have [the consultant reviews the teaching plan in Figure 7.12].

Fig. 7.11 (continued)

Teaching Methods	Who/Where/When
<ul style="list-style-type: none"> • Identify sociable peers and coach them on how to play with her (see online resources for teachers from NPDC and OCALI on peer mediated instruction) • Set up situations using objects and activities that interest her (musical instruments, scarves, wand, stickers on face) (see online resources for teachers from NPDC and OCALI on pivotal response training) • Provide direct instruction with her on “taking turns” using a social story and role-playing with an adult and peer • For activities that involve turn-taking, use a “My turn” card • Make a video of children taking turns and of herself taking turns (see online resources for teachers from NPDC on video self modeling) • Provide praise/reinforcement for taking turns with peers 	With peers in the morning and afternoon classrooms twice a day
	Materials Turn taking activities Visual script of “My turn” Social story on taking turns
	Data System Activity based data sheet completed two times a week

Fig. 7.12 Teaching plan for social skills based on the IEP objective in Fig. 7.10

Summarize and Close

You will discuss follow-up activities and outline next steps:

1. Ask the team to update the student’s IEP within 3 weeks to address any changes and to assure that COMPASS information and prioritized objectives are included
2. Set up the first coaching session with the teacher and parent. Caregivers may not be able to attend, but remind them that they will receive a report from the coaching session
3. Provide team members a COMPASS Consultation Satisfaction Questionnaire to complete as well as a COMPASS Consultation Fidelity Checklist. This checklist can be returned by mail or fax if necessary
4. Provide a written summary of the objectives and teaching plans to teachers and parents within 1 week

Appendix A Instructions for Completing Step B of COMPASS Consultation Action Plan

In the following section, we provide you with the forms and handouts you will need to conduct a COMPASS consultation. Instructions for the forms are given below.

- A. Read over the COMPASS Consultation Protocol and have a copy available for yourself during the consultation, which includes instructions for completing the following steps:
 1. Sign in and introductions
 2. Explanation of COMPASS
 3. Explanation of purpose/outcomes of COMPASS consultation
 4. Overview of best practices
 5. Gain consensus
 - a. Review COMPASS Consultation Joint Summary
 - b. Identify a social skill, communication skill, and learning skill objective
 - c. Agree on top three concerns
 6. Develop teaching plan for each concern
 7. Summarize and close
- B. At the start of the consultation, have all participants complete the COMPASS Sign-in Sheet.
- C. Provide copies of the COMPASS Consultation Training Packet to each participant, which includes the following items:
 1. Purpose/outcomes of COMPASS consultation
 2. Illustration of iceberg
 3. Overview of Best Practices for Individualized Education Plans (IEP) for Young Students with ASD
 4. Prioritize teacher and caregiver goals and write measurable objectives
 5. Develop compass teaching plan: Environmental supports (make three copies of this form or as many needed for each skill)
 6. COMPASS Consultation Satisfaction Questionnaire
 7. COMPASS Consultation Fidelity Checklist
- D. Follow the COMPASS consultation protocol for each activity.

Appendix B Abridged Protocol for Step B of the COMPASS Consultation Action Plan

Discuss COMPASS Consultation Training Packet

Introductions and Sign In

Below is a sample introduction script. Please note: It is important that you apply your own style of interaction and use your own words, as an important attribute of an effective consultant is authenticity.

You know (student's name) better than I do. By working collaboratively using all of our knowledge and expertise, we can enhance (name's) response to his/her educational program. You have already provided us with a wealth of information about (student's name), which we will use today as we all plan together. I am here as a facilitator. I will be using the COMPASS Model to better understand (student's name) and develop a personalized program based on current best practices and your priorities for (student's name).

Explanation of COMPASS

Hand out the COMPASS Consultation Training Packet and refer to the Balance.

Sample script:

Our goal is to enhance (student's name) competence by considering how to balance personal and environmental challenges with personal and environmental supports. The challenges are the risk factors that may keep a student from learning. These include those within the child (personal factors) and those that the environment creates for the student (environmental factors). The supports are protective factors and include personnel strengths and interests and environmental supports such as teaching strategies and various accommodations. In order for a student to be successful there must be enough on the support side to balance the risks.

Explanation of Purpose/Outcomes of COMPASS Consultation

Distribute and discuss the *Purpose/Outcomes of COMPASS Consultation* handout, which is located later in this chapter. For your convenience, we also provide the content of the handout below.

Purpose/Outcomes of COMPASS Consultation

1. Enhance parent–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 and develop specific teaching strategies for these.
4. Enhance purposeful and active student engagement in learning.

Overview of Best Practices

Distribute and discuss the *Overview of Best Practices for IEP for Young Students with ASD* handout, which is located later in this chapter. For your convenience, we also provide the content of the handout below.

Overview of Best Practices

The IEP should be the method utilized to identify objectives and strategies to achieve educational objectives. The educational objectives should include the growth of:

- 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 the ability to be aware of the environment and 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.

Discuss the COMPASS Consultation Joint Summary

Review summary information from *Consultation Summary Packet* (allow about 60 min). By reviewing the summarized information with the teacher and parent, insight will be gained to help understand how the model works, assessing accuracy of information and whether additional information is necessary.

Identify and Come to a Consensus on the Top Three Concerns

Identify top three concerns: Consolidate and emphasize social, communication, and work skills using COMPASS Summary of Concerns. The caregiver and teacher

agree on top three concerns within each domain with assistance from the consultant who facilitates prioritizing a social skill, a communication skill, and a learning or work skill.

Develop COMPASS Teaching Plans for Each Measurable Objective

For all three objectives, use the COMPASS Balance Between Challenges and Supports Form to:

- Write each prioritized concern as a measurable objective
- Identify personal and environmental challenges that may interfere with learning this skill
- Identify personal and environmental supports for learning this skill

Using a COMPASS Teaching Plan: Environmental Supports Form (one form for each skill), identify:

- Teaching methods (see Tables 7.5 and 7.6 and Explanation of Evidence Based Practices in Forms section)
- Materials
- Who will be responsible for teaching the objective, where the teaching will occur, and when
- The data system

Summarize and Close

Describe next steps:

- IEP Development Meeting within 3 weeks to address any changes and to assure that COMPASS information and prioritized objectives are included.
- Coaching with teacher and caregiver, if possible, will occur every 4–6 weeks.

Allow 10 min to complete follow-up forms, or ask participants to complete these later and send to you within 3 days:

- Complete COMPASS Consultation Satisfaction Questionnaire.
- Complete COMPASS Consultation Fidelity Checklist.

Give written or printed copy of each objective to the participants if possible.

Consultant provides a written summary of teaching plans for each objective to teachers and caregivers within 1 week.

Appendix D COMPASS Consultation Training Packet

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

Caregiver's name: _____

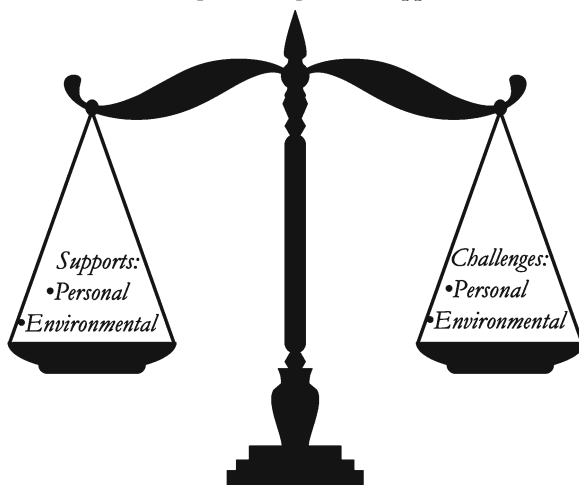
Teacher's name: _____

Consultant's name: _____

COMPASS: Providing Direction

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

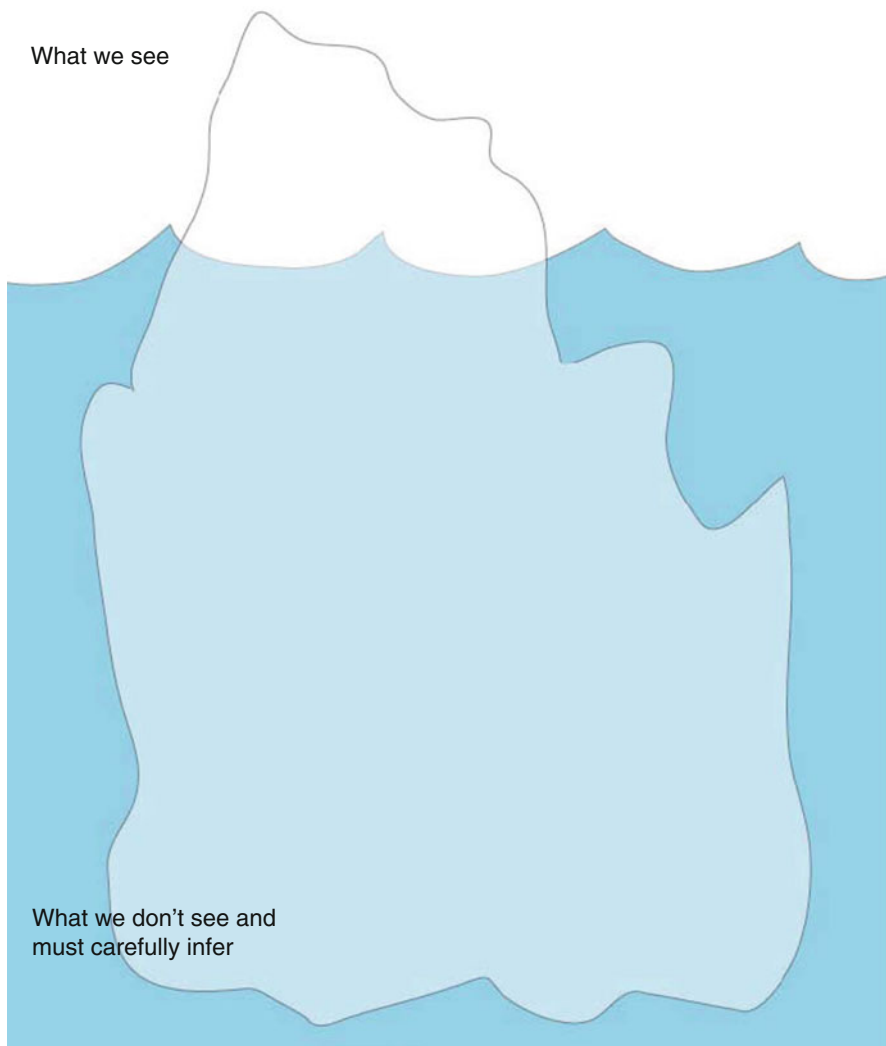
Balancing Challenges and Supports



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

Iceberg

What we see



What we don't see and
must carefully infer

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.

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:

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 Child: _____

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	2	3	4	NA
1.	I felt involved during the consultation and able to express my views.	1	2	3	4	NA
2.	The consultant's communication skills were effective.	1	2	3	4	NA
3.	The consultant listened to what I had to say.	1	2	3	4	NA
4.	The consultant was knowledgeable about ASD.	1	2	3	4	NA
5.	The consultant was able to adapt recommendations/suggestions based on my particular situation/classroom.	1	2	3	4	NA
6.	The consultation made me think differently about the cause(s) of my child's behavior.	1	2	3	4	NA
7.	The consultant gave me new information about ways my child/student learns.	1	2	3	4	NA
8.	I gained a better understanding of how ASD affects my child/student.	1	2	3	4	NA
9.	I learned a useful way to problem-solve as a team on behalf of my child/student.	1	2	3	4	NA
10.	I gained a better understanding of other team members' points of view.	1	2	3	4	NA
11.	I felt team members gained a better understanding of my point of view.	1	2	3	4	NA
12.	I gained a better understanding of specific teaching strategies for my child/student.	1	2	3	4	NA
13.	I gained a better understanding about what is needed in my child's/student's IEP.	1	2	3	4	NA
14.	I gained a more holistic understanding of my child/student (at home, school, community).	1	2	3	4	NA
15.	A more holistic understanding of my child/student is useful for understanding why she/he does what she/he does.	1	2	3	4	NA
16.	The consultation was helpful in gaining consensus on my child's/student's IEP goals.	1	2	3	4	NA
17.	This consultation was helpful in gaining consensus on specific teaching strategies.	1	2	3	4	NA
18.	I will change some ways I interact with my child/student based on information from this consultation.	1	2	3	4	NA
19.	My child's/student's IEP will change based on this consultation.	1	2	3	4	NA
20.	The problem-solving process used in this consultation will be helpful with future work with my child/student.	1	2	3	4	NA

		Strongly disagree				Strongly agree	
21.	I feel comfortable in using the COMPASS problem-solving process on my own with my school team to develop/monitor my child's/student's program.	1	2	3	4	NA	
22.	I will update the information concerning my child's/student's challenges/supports on an ongoing basis.	1	2	3	4	NA	
23.	The time allotted for this consultation was adequate.	1	2	3	4	NA	
24.	Overall, I feel that the consultation was collaborative.	1	2	3	4	NA	
25.	Overall, I am satisfied with the consultation.	1	2	3	4	NA	

26. What was most helpful about the consultation?

27. What would you recommend to improve the consultation?

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

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

Thank you!

COMPASS 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 comprises 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 the following:

- 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 the following:

- 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 that 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

Evidence-Based Online Resources for Teachers

Direct links to each of these Web sites are available at <http://www.ukautism.org/onlineresources.php>. We will update our Web site regularly with any changes in the URLs. Visit this Web site for the latest links and for new suggested Web sites.

Recommended Web sites

All resources in this section are available from the following recommended Web sites. Each domain below lists the Web site name:

- Autism Services Research Group: COMPASS Series, <http://www.ukautism.org/>
- Interactive Collaborative Autism Network (ICAN), <http://www.autismnetwork.org/>
- National Professional Development Center on Autism Spectrum Disorders (NPDC), <http://autismpdc.fpg.unc.edu/>
- Ohio Center for Autism and Low Incidence: Autism Internet Modules (OCALI)
All modules have a video and requires an account to be set up with a login and password, <http://www.autisminternetmodules.org/>

Social (See Recommended Web sites for Specific URL)

- COMPASS Series: Early Social Skills
- COMPASS Series: Teaching Social Interaction and Play within a Peer Group
- ICAN: Social Interventions (peer-mediated instruction, social stories)
- NPDC & OCALI: Peer-Mediated Instruction and Intervention
- NPDC: Social Narratives
- NPDC: Social Skills Groups
- NPDC: Video Modeling

Communication

- ICAN: Communication Interventions (augmentative and alternative communication; naturalistic language strategies; joint action routines; picture exchange communication system)
- NPDC: Session 7 Foundations of Communication and Social Intervention
- NPDC: Picture Exchange Communication System & OCALI PECS
- NPDC: Functional Communication Training
- NPDC: Speech Generating Devices/VOCA
- NPDC & OCALI: Naturalistic Intervention
- NPDC & OCALI: Pivotal Response Training
- OCALI: Computer Aided Instruction (follow autism in the classroom and at home links)

Learning Skills

- NPDC: Session 6 Instructional strategies and learning environments
- NPDC & OCALI: Self-Management
- NPDC & OCALI: Visual Supports
- NPDC & OCALI: Structured Work Systems
- OCALI: Structured Teaching

Behavior

- COMPASS Series: Behavior Management
- COMPASS Series: Relaxation/Calming
- ICAN: Behavioral Interventions
- NPDC: Session 8 Promoting positive behavior and reducing interfering behaviors
- NPDC: Extinction
- NPDC & OCALI: Antecedent-Based Intervention
- NPDC: Differential Reinforcement
- NPDC: Functional Behavior Assessment
- NPDC & OCALI: Response Interruption/Redirection

Self-help/Adaptive

- COMPASS Series: Toilet Training
- COMPASS Series: Constipation in Children with Autism
- COMPASS Series: Helping Your Child Sleep Better

General

- COMPASS Series: Elements of Effective Programs
- COMPASS Series: Understanding Death
- COMPASS Series: Visual Supports
- ICAN: Environmental Interventions
- NPDC & OCALI: Time Delay
- NPDC: Prompting
- NPDC & OCALI: Reinforcement