

## Chapter 9

# COMPASS Case Studies

Overview: Chap. 9 provides case study examples of the COMPASS consultation and coaching procedural steps for three children with autism spectrum disorder who vary by age, cognitive functioning level, verbal skill, and primary classroom placement.

In this chapter, we:

1. Provide a detailed case study using Steps A and B of the COMPASS Consultation Action Plan (Fig. 9.1) and the COMPASS Coaching Protocol for a preschool child who is nonverbal and has behavioral issues.
2. Present two abridged case studies; first, a second grader who is minimally verbal and who splits his time equally between the special education classroom and general education classroom, and second, a third grader who has age-appropriate language skills and is in the general education classroom for most of the day.

This chapter provides COMPASS consultation and coaching case studies for three students who vary in cognitive and language abilities. Although all share social and communication impairments, they also have unique strengths and challenges that must be taken into account in their personalized teaching plans.

The first case study, which follows a 5-year-old named Anthony, is an extended example of a complete COMPASS Consultation Action Plan and the four coaching sessions that followed. We provide the completed COMPASS Challenges and Supports Form for Caregivers and Teachers for Anthony, as well as the completed Goal Attainment Scale (GAS) Form and teaching objectives.

The second case study, of Ethan, is an abridged example. The joint summary form is not included, but the GAS Form and teaching objectives are. The third case study, of Gary, is also abridged. In this third example, we provide suggested actions for the reader to consider. We encourage the reader to consider what teaching strategies he or she would employ before reading what the consultant did.

It should become clear from these case examples that although the systematic approach outlined in this manual was followed, the consultant also allowed for

flexibility, teacher-directed problem solving, and creativity. Even though no two teaching plans were identical in these case studies, evidence-based practices were applied within the context of the COMPASS framework.

## **Case Study 1: Anthony**

### ***Background Information***

At the time of his COMPASS consultation, Anthony was a 5-year-old African American boy who was diagnosed with autism at age 2 by autism specialists located in a university-based tertiary diagnostic center. He attended an inclusive public school preschool program in an urban area of a midwestern state and received approximately 12 h a week of special education services under the educational eligibility of autism.

Anthony's parents were recently separated. Anthony resided with his biological mother, 2-year-old sister, and infant brother in the home of the maternal grandparents. His father was a cook in a restaurant, and his mother was unemployed outside the home.

Anthony's preschool special education teacher, Ms. Caudill, was a Caucasian female who had taught for 12 years. She had been in her current position for 5 years. She was certified to teach mild and moderate special education K-12. Although she had no formal or supervised coursework in autism, she had attended several professional conferences in autism such as a TEACCH training, a Picture Exchange Communication workshop, training on applied behavior analysis, social stories training, video modeling training, and numerous national conferences in early childhood education. She had also accessed informal training from various sources such as books, a behavioral consultant, and the Internet. At the time, she had both assessment and teaching experiences with a total of nine children with autism. She used visual schedules, structured work tasks, communication boards, sensory modulation strategies, and social stories for students with autism. She also used discrete trial training, structured teaching methods, and play-based/incidental teaching methods throughout the day. Discrete trial was conducted one-on-one across several sessions, and play-based methods were used in short sessions. Ms. Caudill reported that her strengths in working with students with autism included the ability to adhere to a program or plan, the use of a variety of ideas that drew from her wide repertoire of skills and experience with children who have a variety of disabilities, and her ability to analyze student behavior and data.

Ms. Caudill reported that it was a challenge to find time to schedule collaborative meetings for developing and implementing programs for her students with autism. Email was used for most information sharing. For parent communication, she used three methods: discussion during Anthony's drop-off time on a daily basis, home notes on a weekly basis or an occasional note or call from Anthony's mother, and discussion during the IEP annual meeting.

**Table 9.1** COMPASS consultation action plan for students with autism

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*Step A—Activities prior to a COMPASS consultation (covered in Chap. 6)*

1. Gather information about the student from consultant observations and from the caregiver and teacher reports using the COMPASS Challenges and Supports Form for Caregivers and Teachers
2. Complete COMPASS Challenges and Supports Joint Summary Form

*Step B—Activities during a COMPASS consultation (covered in Chap. 7)*

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. Develop COMPASS teaching plans for each measurable objective
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Ms. Caudill reported that the most challenging aspects of working with a student with autism were “having cohesion across a team” and “providing consistency across team members.” She felt that other school personnel needed to learn more about the importance of consistency for students with autism and how to interpret behavior as communication. In summary, she indicated that she would like more training in team building and developing work tasks for cognitive skill development for students with autism who had limited verbal skills.

Each step of the COMPASS Consultation Action Plan is described below. Also, Table 9.1 illustrates the entire process for the action plan.

### ***Step A. Activities Prior to a COMPASS Consultation***

#### **Step A. 1. Gather Information about the Student Using COMPASS Challenges and Supports Form for Caregivers and Teachers**

Anthony’s mother and teacher completed the COMPASS Challenges and Supports Form for Caregivers and Teachers. In addition to these forms, other assessment information was gathered using standardized and criterion-based tools.

### ***Information from Direct Evaluation***

Anthony completed standardized cognitive and language assessment conducted by the consultant in the classroom. Observational data also were collected on Anthony’s learning and work behavior skills. His teacher thought that Anthony would be better able to complete tasks in a familiar environment. Despite this assumption, Anthony had difficulty throughout the assessment. He required physical prompting, verbal cuing, and environmental arrangement (i.e., placing his table in the corner away from distractions) to complete tasks. He tried repeatedly to escape from the

chair and vocalized sounds (grunts) of refusal. He often pushed items away. His teacher remained close and assisted with reminders and verbal cues to Anthony. Eventually, work-reward routines were established and his engagement in tasks improved.

Test results revealed a standardized score (SS) of 50 for General Conceptual Ability (i.e., cognitive functioning) using the Differential Abilities Scale; and a SS of 68 for Listening Comprehension and 53 for Oral Expression using the Oral and Written Language Scales. Adaptive behavior reported by his teacher indicated a SS of 52 for Communication, 40 for Daily Living Skills, 56 for Socialization, and 62 for Motor Skills based on the Vineland-II. In summary, all of Anthony's test scores fell within the significantly below average range (more than two standard deviations below the mean) based on standardized test results. These findings indicate that in addition to autism, Anthony also has comorbid intellectual disability.

Two autism-specific instruments were also used to obtain additional information on social and communication skill development specific to autism. The Childhood Autism Rating Scale (CARS) was used to gather information on the severity of autism. The Autism Diagnostic Observation Schedule (ADOS) was also used to gather information on Anthony's communication, social, and play skills. The CARS indicated a score of 38, suggesting moderate-to-severe autism. The ADOS scale for communication indicated a lack of vocalizations directed to others and use of gestures. He did use a sign for "more," but he did not look toward the person. For social interaction, he did not make eye contact with others or direct facial expressions toward others. He also did not show items to share enjoyment in interactions or initiate any joint attention with the examiner. He did follow the examiner's pointing gesture toward a toy and tried to imitate by pointing as well. For play skills, he played functionally with cause and effect toys and pretended to give a doll a drink from a cup. Stereotyped behaviors were also observed as he showed hand and finger mannerisms. It was difficult to obtain his interest to attend to objects and he became distressed if preferred objects were removed.

Criterion-based assessment was used to obtain descriptions of Anthony's learning skills. The Learning Skills Checklist (item 8 available in the COMPASS Challenges and Supports Form for Caregivers and Teachers of Chap. 6) indicated that the following skills were emerging (he could do with some cues/prompts, but not independently) for Anthony: (a) ability to understand the concept of "finished;" (b) recognize and indicate a need for help; (c) indicate to another that he is finished; (d) understand "rewards" as a consequence of work; (e) understand the concept of "wait;" (f) refocus attention in face of distractions; (f) initiate work and play activities; (g) perform tasks involving multiple materials; (h) use trial and error; and (i) use self-correction. The only skill he failed to demonstrate was the ability to work independently for short periods.

Observation of Anthony's engagement-related behaviors as he was being instructed by his teacher was completed using the Autism Engagement Rating Scale in Chap. 8. Engagement with his teacher was quite discrepant compared to his behaviors with the evaluator. The observation with his teacher indicated that he was

frequently cooperative and attentive to the activities. He functionally used some, but not all, tools or objects. He required some prompts (verbal, gestural, and physical) to complete tasks throughout the activity. For the most part, there was consistency between the teacher's goals and Anthony's goals during the instruction. In other words, both were focused on the same activity, and Anthony was not attending to another object or activity in the classroom.

### **Step A. 2. Complete COMPASS Challenges and Supports Joint Summary Form**

The COMPASS Challenges and Supports Form for Caregivers and Teachers was completed by his parents and teacher separately. They were collected and summarized into a single document using the COMPASS Challenges and Supports Joint Summary Form prior to the COMPASS consultation, which is replicated later in this chapter. Anthony's mother had not completed all the forms prior to the consultation, thus information was collected as the consultation ensued. This is not typical, but does happen on occasion and the consultant needs to be able to respond flexibly when unanticipated issues arise. The information provided and also collected during the consultation was reviewed during Step B of COMPASS consultation.

## ***Step B: Activities During a COMPASS Consultation***

### **Step B. 1. Discuss COMPASS Consultation Training Packet**

#### **A. Introductions and Sign In**

At the consultation were Anthony's teacher, a teaching assistant, his mother, and the consultant. Introductions were made and the purpose and outcomes of the COMPASS consultation were described. Each member received two packets used during the consult. The first packet, the COMPASS Consultation Training Packet, provided information on the overview of the COMPASS model, explanation of best practices, expected outcomes from the consultation, and forms to create the COMPASS balance between challenges and supports and a teaching plan. The second packet was the summarized information (COMPASS Challenges and Supports Joint Summary Form) collected from both Anthony's teacher and parents.

#### **B. Explanation of COMPASS**

The instructions for completing Step B of COMPASS Consultation Action Plan provided in Chap. 7 were followed. The Abridged Protocol for Step B of the COMPASS Consultation Action Plan and scripts provided in the forms section were copied and used as a guide by the consultant during the consultation.

### C. Explanation of Purpose/Outcomes of COMPASS Consultation

After the COMPASS model was explained, the next steps of covering the specific purpose of the consultation and expected outcomes were provided using the scripts.

### D. Overview of Best Practices

An explanation of best practices was presented next. Little interaction between the consultant and participants took place up to this point. Most of the information was shared one-way and was intended to set up the next discussion activity. The consultant did check in with the participants and ask if they had any questions as information was presented.

## **Step B. 2. Discuss COMPASS Challenges and Supports Joint Summary Form**

Next, the COMPASS Challenges and Supports Joint Summary Form was provided to each participant (see page 192). The consultant made notes on comments provided by Anthony's mom and teacher as the information was reviewed. The discussion clarified areas of concern, brought out strengths, and generally contributed to everyone's better understanding of how Anthony engaged at home, school, and in the community.

The discussion began with a review of Anthony's strengths and interests. The consultant used this information to remind the participants that Anthony has several personal protective factors and supports that can be used to reinforce and motivate him. Overall, he enjoys music and singing. He seeks tactile input such as hugs, deep touches, and rough play. He enjoys rocking, swinging, and running. His mother reported that he can be "obsessive" with small animals, and this interest can interfere with activities at home, however. His mother also reported that he has relative strengths in responding to and engaging in joint attention with adults. Another significant strength for Anthony is the ability to identify pictures. He uses pictures to understand work routines and the daily schedule.

In review of Anthony's personal challenges, many issues were noted with personal management and adaptive behavior skills. Areas marked with a "3" or "4" denoted significant challenges. Several behaviors were marked as concerns by his mother and teacher within the areas of adaptive skills. Fears and frustrations were noted and included going to new places as well as being told "no" for a desired request. His teacher also noted that being asked to complete a new task he did not understand frustrated him.

Most notable during the consultation was the report from his teacher and parent on the frequency, severity, and intensity of problem behavior. His teacher reported that he aggressed toward others more than 12 times daily on average. Hitting occurred, but not as much as pinching. The problem behaviors were so severe that his teachers and teaching assistants were concerned about the safety of the other students in the classroom and therefore felt that an adult needed to be by him at all times. The consultant made notes about this information and refrained from offering suggestions because the aim of this part of the consultation process was sharing

information, not problem solving. Problem solving takes place following the identification of prioritized teaching objectives. The consultant did make notes to come back to this issue. Also, the consultant mentally noted that as a consequence of the problem behaviors, Anthony's development of pivotal skills was hindered. He had reduced opportunities to be independent and to learn how to interact with other children in the classroom.

A review of the teacher- and parent-reported social skills indicated that Anthony had weaknesses in most areas of imitating, turn-taking, joint attention, and playing. Most social interactions involving children were weak. Due to behavioral concerns, his teacher and teaching assistants were concerned about him interacting and being in close proximity to his classroom peers. The consultant made notes on these concerns so that social skills, as replacement skills for aggression, would be discussed and included as a priority in the teaching plan.

A review of Anthony's communication means and functions indicated that he used physical means to communicate all messages. He was essentially nonverbal, and instead took adults to the objects and activities he desired. To express refusals, confusion, and feelings of anger, he yelled, hit, and scratched and occasionally shook his head "no." He used a picture to communicate when he was finished. The consultant helped the participants understand the connection between his problem behaviors and lack of communication skills. The consultant made notes to ensure that communication skills related to requests and refusals would be addressed as a priority.

Anthony's responses to sensory input in his environment revealed areas of agreement, but also differences between school and home report, which is to be expected. He had particular issues with auditory, tactile, taste, and vestibular input. He feared some noises and was distracted by others. He had many tactile sensitivities reported by his teacher that included mouthing objects. Eating was a major issue. He had limited food preferences such as chicken nuggets, pretzels, chips, and sausage. He did eat bananas and apples.

Anthony's learning skills were discussed. His teacher reported that he did not start or complete any tasks independently. Often when presented with an undesired task, he aggressed. His teacher created a choice board from which he could choose what work activities he would complete. The consultant reminded the participants that if Anthony did have the ability to start and complete undesired tasks, then problem behaviors would decrease. The consultant made notes to ensure that learning skills be discussed as a priority skills.

At the conclusion of reviewing the joint summary information, the consultant reviewed the concerns listed at the start of the consultation and considered them against the information just reviewed. Anthony's mother and teacher both reported concerns with peer interactions and aggression. Anthony's teacher also reported issues with developing adaptive and independent skills. All concerns reported by Anthony's teacher and mother confirmed the issues brought out using the joint summary form and noted by the consultant. The next section provides the discussion on how consensus was achieved regarding parent and teacher concerns.

## Case Study 1: Anthony

### *COMPASS Challenges and Supports Joint Summary Form*

#### 1. Student's Likes, Strengths, Frustrations and Fears

##### Likes/Preferences/Interests:

<b>Activities:</b>	<b>Teacher:</b> <ul style="list-style-type: none"> <li>• Music</li> <li>• Art activities</li> <li>• Singing familiar songs</li> </ul>	<b>Caregiver:</b> <ul style="list-style-type: none"> <li>• Music and singing</li> </ul>
<b>Objects/Toys:</b>	<ul style="list-style-type: none"> <li>• Farm animals/animals</li> <li>• Will look at a book briefly if about animals</li> </ul>	<ul style="list-style-type: none"> <li>• Animals (obsessed with them)</li> </ul>

##### Strengths or abilities

<b>Teacher:</b> <ul style="list-style-type: none"> <li>• Lovable, shows affection</li> <li>• Memory! He never forgets some things</li> <li>• Learns new tasks quickly</li> <li>• Good eye contact to familiar adults</li> <li>• Watches—really observant</li> <li>• Receptive vocabulary is a relative strength</li> <li>• Good gross motor skills</li> </ul>	<b>Caregiver:</b>
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##### Frustrations

<b>Teacher:</b> <ul style="list-style-type: none"> <li>• Anthony has difficulty communicating why he is frustrated</li> <li>• He gets very angry when he is denied a want, is not allowed to change his schedule or have an item, or does not understand a task</li> </ul>	<b>Caregiver:</b>
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##### Fears

<b>Teacher:</b> <ul style="list-style-type: none"> <li>• Not sure on this one</li> <li>• New situations either excite him or make him anxious</li> <li>• Sometimes loud noises upset him</li> </ul>	<b>Caregiver:</b> <ul style="list-style-type: none"> <li>• New, unfamiliar places</li> </ul>
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## 2. Adaptive Skills

These skills were marked as very difficult.

<b>Personal Management</b>	Teacher	Caregiver
Performing basic self care independently (such as toileting, dressing, eating, using utensils)	X	X
Entertaining self in free time		
Changing activities—transitioning	X	X. Varies daily
Sleeping		
Comments: Anthony used to be transported in a wagon due to running off. He does not go anywhere without holding hands. Any change causes him to be upset. Tool use is a problem and most things go in his mouth.		
<b>Responding to others</b>	Teacher	Caregiver
Following 1 or 2 step direction	X	X
Accepting “no”	X	X
Answering questions	X	X
Accepting help		
Accepting correction	X	X
Being quiet when required	X	
Comments: He can respond to simple directions.		
<b>Understanding group behaviors</b>	Teacher	Caregiver
Coming when called to group	X	
Staying within certain places—lines, circles, chairs, desks	X	X
Participating with the group	X	
Talking one at a time		
Picking up, cleaning up, straightening up, putting away		
Comments: When he initiates to come to group, he does not tantrum. Staying in certain places is improving. At Walmart or Kroger, he has to be in shopping cart for fear of running off. He may tremble if at a new place due to fear.		
<b>Understanding community expectations</b>	Teacher	Caregiver
Understanding who is a stranger	X	X
Going to places in the community (place of worship, stores, restaurants, malls, homes)	X	X Doesn't go
Understanding safety (such as streets, seatbelts)	X	X
Managing transportation (Cars/buses)	X	X. Doesn't go
Comments: His mom reports that these are very vague concepts for him.		

### 3. Problem Behaviors\*

These behaviors were marked as problematic.

		Teacher	Caregiver
1.	Acting impulsively, without thinking	X	X
2.	Hitting or hurting others	X	X
3.	Damaging or breaking things that belong to others	X	X
4.	Screaming or yelling	X	X
5.	Having sudden mood changes	X	X
6.	Having temper tantrums	X	X
7.	Having a low frustration tolerance; becoming easily angered or upset	X	X
8.	Crying easily		
9.	Being overly quiet, shy, or withdrawn		
10.	Acting sulky or sad		
11.	Being underactive or lacking in energy		
12.	Engaging in behaviors that may be distasteful to others, such as nose-picking or spitting		
13.	Touching him/herself inappropriately		
14.	Engaging in compulsive behaviors; repeating certain acts over and over		
15.	Hitting or hurting him/herself		
16.	Becoming overly upset when others touch or move his/her belongings		
17.	Laughing/giggling at inappropriate times (e.g., when others are hurt or upset)		
18.	Ignoring or walking away from others during interactions or play		
19.	Touching others inappropriately		
20.	Engaging in unusual mannerisms such as hand-flapping or spinning	X	X
21.	Having to play or do things in the same exact way each time		
22.	Having difficulty calming him/herself down when upset or excited	X	X
23.	Other: _____		

\*Items are based on the Triad Social Skills Assessment

**4. Social Skills (S=strength; W=weakness)**

<b>How well does the child:</b>		<b>With adults</b>		<b>With children</b>	
		Teacher	Caregiver	Teacher	Caregiver
<b>Social awareness</b>					
1.	Look toward a person who is talking to him/her	S	W	S	W
2.	Accept others being close to him/her	S	S	S	W
3.	Watch people for extended periods of time	W	W	W	S
4.	Respond to another person’s approach by smiling or vocalizing	S	S	S	W
5.	Initiate interactions for social reasons	W	W	W	W
<b>Joint attention skills</b>					
6.	Look at something another person points to	S	S	W	W
7.	Show something to a person and look for person’s reaction	W	W	W	W
8.	Point at an object or event to direct another person’s attention to share enjoyment	S	S	W	W
9.	Share smile by looking back and forth between object and person	W	W	W	W
<b>Imitation</b>					
10.	Imitate sounds another person makes	S	W	S	W
11.	Imitate what another person does with an object (e.g., person makes toy airplane fly, child repeats action)	S	S	S	W
12.	Imitate body movements of others (such as, clap when others clap, play Simon Says)	S	S	S	W
13.	Imitate and expand upon other’s actions with toys (e.g., peer beats drum, child beats drum and also starts to march)	S	NR	W	W
<b>Play</b>					
14.	Take turns within familiar routines (e.g., rolls a ball back and forth)	W	W	W	W
15.	Share toys	W	W	W	W
16.	Play interactively around a common theme	W	W	W	W
17.	Repair breakdowns during interactions (such as, child repeats or changes own behavior when other person seems confused or ignores)	S	W	S	W
18.	Pretends to do something or be something (such as, that a plate is a hat by putting it on, to be a policeman, to have a tea party, that a doll is a teacher)	W	W	W	W

## 5. Communication Skills

The following are descriptions of words or actions your child/student uses to communicate:

<b><u>Making requests</u></b>		Teacher	Caregiver
1.	Food	Takes you by the hand; gets it himself	Mom agreed with teacher for most messages
2.	Objects	Takes adult to area where object is	Often just gets it
3.	An activity	Takes adult to where activity occurs	May just do it, like go outside to play
4.	To use the toilet	Does not indicate or show awareness of	Does not do
5.	Attention	Not sure; he seldom appears to want attention	May climb in my lap
6.	Help	Uses a picture; needs to be prompted	Whines
7.	To play	Takes object	Does by himself
8.	Information	Does not request information	Does not do
9.	A choice	Does not do	Does not do
<b><u>Expressing refusals</u></b>		Teacher	Caregiver
1.	“Go away”	Yells, hits, scratches	Yells, hits, scratches
2.	“No, I won’t do it” or “I don’t want it”	Yells, hits, scratches, occasionally signs “NO”	Yells, hits, scratches, occasionally signs “NO”
3.	“I want to be finished” or “I want to stop doing this”	Same as question 1, is beginning to touch finished picture	Does not do
<b><u>Expressing thoughts</u></b>		Teacher	Caregiver
1.	Greeting to others	Does not do	May look
2.	Comments about people/environment	Does not do	Does not do
3.	Confusion or “I don’t know”	Yells, hits, bites, scratches if confused	Yells, hits, bites, scratches if confused
4.	Comments about errors or things wrong	Does not do	Does not do
5.	Asks about past/future event	Does not do	Does not do
6.	Agreement	Takes object	Takes object
<b><u>Expressing feelings</u></b>		Teacher	Caregiver
1.	Angry/mad/frustrated	Yells, slaps hits, bites	Yells, slaps hits, bites
2.	Pain, illness, or hurt	Yells, slaps hits, bites	Have to guess
3.	Happy/excited	Smiles	Will laugh and jump
4.	Hurt feelings/upset	Yells, hits, slaps	Yells, hits, slaps
5.	Afraid	Same as question 4; cries, cowers	Trembles
6.	Sad	Same as question 4; does cry but as part of a tantrum	Cries

Comments: Pinching is reduced this year and he is scratching instead. He may also throw himself on the ground.

### 6. Sensory Challenges

These items were identified as being applicable to your child/student:

<b><u>Sound/Auditory</u></b>	Teacher	Caregiver
Has been diagnosed with hearing problem at some time	<input type="checkbox"/>	<input type="checkbox"/>
Reacts to unexpected sounds	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Fears some noises	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Distracted by certain sounds	<input type="checkbox"/>	<input type="checkbox"/>
Confused about direction of sounds	<input type="checkbox"/>	<input type="checkbox"/>
Makes self-induced noises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Fails to listen or pay attention to what is said to him/her	<input type="checkbox"/>	<input type="checkbox"/>
Talks a great deal	<input type="checkbox"/>	<input type="checkbox"/>
Own talking interferes with listening	<input type="checkbox"/>	<input type="checkbox"/>
Overly sensitive to some sounds	<input type="checkbox"/>	<input type="checkbox"/>
Seeks out certain noises or sounds	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>Taste</u></b>	Teacher	Caregiver
Has an eating problem	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Dislikes certain foods and textures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Will only eat a small variety of foods	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Tastes/eats nonedibles	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Explores environment by tasting	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Puts most things in his/her mouth	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Constant chewing on something	<input type="checkbox"/>	<input type="checkbox"/>
Other: can't have milk; lactose intolerant; does not eat sugars; eats chicken nuggets; grain cereal; sausage; pretzels; chips; banana/apple; drinks apple juice and water.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b><u>Sight/Vision</u></b>	Teacher	Caregiver
Has trouble discriminating shapes, colors	<input type="checkbox"/>	<input type="checkbox"/>
Is sensitive to light—squints, wants to wear hats or sunglasses	<input type="checkbox"/>	<input type="checkbox"/>
Has trouble following with eyes	<input type="checkbox"/>	<input type="checkbox"/>
Does not make much eye contact	<input type="checkbox"/>	<input type="checkbox"/>
Is distracted by some or too much visual stimuli	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Becomes excited when confronted with a variety of visual stimuli	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dislikes having eyes covered	<input type="checkbox"/>	<input type="checkbox"/>
Excited by vistas and open spaces	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hesitates going up or down stairs, curbs, or climbing equipment	<input type="checkbox"/>	<input type="checkbox"/>
Upset by things looking different (spills, spots)	<input type="checkbox"/>	<input type="checkbox"/>
Makes decisions about food, clothing, objects by sight	<input type="checkbox"/>	<input type="checkbox"/>
Closely examines objects or hands	<input type="checkbox"/>	<input type="checkbox"/>
Wants environment in certain order	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>

(continued)

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<b><u>Touch/Tactile</u></b>	<b>Teacher</b>	<b>Caregiver</b>
Has to know someone is going to touch ahead of time	<input type="checkbox"/>	<input type="checkbox"/>
Dislikes being held or cuddled	<input type="checkbox"/>	<input type="checkbox"/>
Seems irritated when touched or bumped by peers	<input type="checkbox"/>	<input type="checkbox"/>
Explores environment by touching objects	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dislikes the feel of certain clothing	<input type="checkbox"/>	<input type="checkbox"/>
Refuses to touch certain things	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Over or under dresses for the temperature or is unaware of temperature	<input type="checkbox"/>	<input type="checkbox"/>
Doesn't like showers or rain on self	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mouths objects or clothing	<input type="checkbox"/>	<input type="checkbox"/>
Refuses to walk on certain surfaces	<input type="checkbox"/>	<input type="checkbox"/>
Dislikes having hair, face, or mouth touched	<input type="checkbox"/>	<input type="checkbox"/>
Upset by sticky, gooey hands	<input type="checkbox"/>	<input type="checkbox"/>
Touches items with feet before hands	<input type="checkbox"/>	<input type="checkbox"/>
Doesn't like to hold hands	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pinches, bites, or hurts himself	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____		
<b><u>Smell/Olfactory</u></b>	<b>Teacher</b>	<b>Caregiver</b>
Sensitive to smells	<input type="checkbox"/>	<input type="checkbox"/>
Smells objects, food, people, toys more than usual	<input type="checkbox"/>	<input type="checkbox"/>
Explores environment by smelling	<input type="checkbox"/>	<input type="checkbox"/>
Reacts defensively to some smells	<input type="checkbox"/>	<input type="checkbox"/>
Ignores strong odors	<input type="checkbox"/>	<input type="checkbox"/>
Seeks out certain odors	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>Movement/Vestibular</u></b>	<b>Teacher</b>	<b>Caregiver</b>
Seems fearful in space (teeter-totter, climbing)	<input type="checkbox"/>	<input type="checkbox"/>
Arches back when held or moved	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Spins or whirls self around	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Moves parts of body a great deal	<input type="checkbox"/>	<input type="checkbox"/>
Walks on toes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Appears clumsy, bumping into things and falling down	<input type="checkbox"/>	<input type="checkbox"/>
Avoids balance activities	<input type="checkbox"/>	<input type="checkbox"/>
Doesn't like to be around people in motion	<input type="checkbox"/>	<input type="checkbox"/>
Bumps into things and/or people	<input type="checkbox"/>	<input type="checkbox"/>
Other: _poor balance_____	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b><u>Visual/Perceptual motor</u></b>	<b>Teacher</b>	<b>Caregiver</b>
Has trouble with paper/pencil activities	<input type="checkbox"/>	<input type="checkbox"/>
Has difficulty with time perception	<input type="checkbox"/>	<input type="checkbox"/>
Has difficulty with body in space—moving appropriately	<input type="checkbox"/>	<input type="checkbox"/>
Has problems with use of some tools	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Has problems organizing materials and moving them appropriately	<input type="checkbox"/>	<input type="checkbox"/>
Is distracted by doors and cupboards being open, holes, or motion	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>

### 7. Sensory Supports

These items were identified as being applicable to your child/student:

<b><u>Sound/Auditory</u></b>	Teacher	Caregiver
Likes music	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Likes to sing and dance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b><u>Taste</u></b>	Teacher	Caregiver
Has definite eating preferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>Sight/Vision</u></b>	Teacher	Caregiver
Enjoys watching moving things/bright objects	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Enjoys patterns or shiny surfaces	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Likes TV, videos, video games	<input type="checkbox"/>	<input type="checkbox"/>
Likes the computer	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>Touch/Tactile</u></b>	Teacher	Caregiver
Likes to be touched	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Likes hugs and cuddling when he/she initiates it	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Likes to play in water	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Likes baths or swimming pools	<input type="checkbox"/>	<input type="checkbox"/>
Seeks out mud, sand, clay to touch	<input type="checkbox"/>	<input type="checkbox"/>
Prefers deep touching rather than soft	<input type="checkbox"/>	<input type="checkbox"/>
Prefers certain textures of clothing	<input type="checkbox"/>	<input type="checkbox"/>
Likes being rolled or sandwiched between blankets/cushions	<input type="checkbox"/>	<input type="checkbox"/>
Likes rough and tumble play	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>Movement/Vestibular</u></b>	Teacher	Caregiver
Enjoys rocking, swinging, spinning	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Likes being tossed in the air	<input type="checkbox"/>	<input type="checkbox"/>
Likes to run	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Likes and needs to move	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Likes to climb; seldom falls	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other: __poor balance_____	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b><u>Visual/Perceptual motor</u></b>	Teacher	Caregiver
Relies on knowing location of furniture, stationary objects	<input type="checkbox"/>	<input type="checkbox"/>
Likes to draw and reproduce figures	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>

## 8. Learning Skills

<u>Learning/Work skill</u>	Teacher	Caregiver
1. Child clearly understands the end goal of an activity, recognize what he/she must do to be finished, and persists on the task to completion	W	W
2. Child realizes when he/she is running into difficulty and has some way of letting the adult know he/she needs help	W	W
3. Once an activity is under way, the adult can walk away from the child and he/she will keep working until finished, maintaining at least fairly good attention to what he/she is doing	W	W
4. Child finishes work and remembers on his/her own to let the adult know (e.g., by bringing work to adult, calling adult, raising his/her hand)	W	W
5. Child looks forward to earning a reward, knows it's next, works toward it, may ask for it or go get it on his/her own when work is finished	W	W
6. Child is able to wait briefly for a direction (anticipates that he/she is about to be asked to do something), is able to wait briefly for his/her turn with a toy (anticipating that it's about to return him/her), and/or wait for something to happen	W	W
7. Child may be distracted by outside sights and sounds or inner distractions (evident perhaps in singing to him/herself, gazing off, lining up materials) but is able to refocus attention to work on his/her own after a short time and without a prompt or reminder from the adult	W	W
8. Child shows interest in and curiosity about materials, handles them without prompting or nudging from the adult to get started. When one activity is finished he/she will look for another	W	W
9. Child can organize his/her responses to perform tasks when multiple materials are in front of him/her (e.g., a stack of cards for sorting)	W	W
10. Child recognizes when one strategy is not working and tries another way	W	W
11. Child recognizes his/her own mistakes and goes back and corrects them (e.g., takes little peg out of big hole to make room for correct peg)	W	W



## 9. Environmental Challenges

Describe challenges noted in the Forms or reported during the consultation:

- Behavioral/Knowledge/Attitude of Other People Variables (e.g., inability to communicate clearly to the student, teach skills necessary for the activity, establish positive work or play routines).
  - Teaching assistants lack training.
- Procedural/Organizational (e.g., noisy environments, lack of visual supports, lack of effective transition routines).
  - Lots of auditory and visual distractions in the classrooms.
  - Lack of consistency between home and school.
- Temporal (e.g., lack or ineffective use of visual supports to understand passage of time or when activity is finished).
- Spatial (e.g., lack of personal space or clear boundaries).
  - Relatively large classroom of students.
- Other
  - Living in temporary and less familiar setting.
  - Parents experiencing conflict and are stressed.
  - A lot of unstructured time at home.
  - New baby brother.
  - Lacks involvement in community activities outside home.
  - Does not receive any in-home services.
  - There is limited time for the teacher to plan with teaching assistants.

## 10. Environmental Supports

Describe environmental supports of the child/student. Environmental supports are factors that facilitate learning. Examples are positive routines, use of rewards, and use of visuals supports.

- Behavioral/Knowledge/Attitude of other people variables (e.g., is able to communicate clearly to the student, teach skills necessary for the activity, establish positive work or play routines).
  - Teacher with a lot of specialized training in autism.
  - Many sociable peers in his classroom.
  - Teacher who likes to use technology and who has expressed desire to learn more about teaching methods.
- Procedural/Organizational (e.g., uncluttered environments, visual supports for understanding work routines, positive transition routines).
  - Teacher who uses a lot of visual supports, including signs and gestures, to communicate.
  - Teacher uses visual schedules and pictures to help understand and to communicate with others.
  - Teacher who builds choice into Anthony's activities.
  - Teacher who knows Anthony well and knows what motivates and frustrates him.
- Temporal (e.g., visual supports to understand passage of time or when activity is finished).
  - Teacher uses visual schedules and pictures to help understand the order of events.
- Spatial (e.g., personal space to work and calm down, clear boundaries).
- Other
  - Teacher and mother who desire the same outcomes for Anthony.
  - Mother who is seeking a more permanent living situation.

### 11. Summary of Concerns

**Social and play skills**

Teacher	Caregiver
1. “Normalized” play routines: move away from repetitive and self-stimulating type of play	1. Interacting with peers.
2. Increase appropriate peer interactions	2.

**Communication skills**

Teacher	Caregiver
1. Express emotions without hurting others	1.
2.	2.

**Learning skills**

Teacher	Caregiver
1. Completing requested tasks	1.
2. Independent work: only works with adult direction at the time	2.

**Adaptive skills**

Teacher	Caregiver
1. Personal care routines: would like to see Anthony gain more independence	1.
2.	2.

**Other (if there is another area)**

Teacher	Caregiver
1. Controlling temper	1. Anger
2.	2.

### Step B. 3. Identify and Come to Consensus on Three Prioritized Objectives and Write Measurable Objectives

After the joint summary and parent and teacher priorities were reviewed in detail, three teaching objectives were identified. The consultant reminded the participants that a goal of the COMPASS consultation was to identify a social skill, a work or learning skill, and a communication skill to teach. The consultant also reminded the teacher and mother that often there is agreement in what they both report, but that sometimes there was disagreement and that this is expected. School settings are very structured and sometimes children respond very well to this structure. But at the same time, while home is less structured, children might respond better there. The differences in reporting are considered valid observations because children

**Table 9.2** Anthony's COMPASS/IEP objectives

- 
1. When presented with a task menu, Anthony will start and complete three 2-3 minute tasks each day without aggression with one adult verbal cue (e.g., time to work) and gestural/ picture cues across 2 weeks
  2. During structured play, Anthony will imitate adult play activities for five actions (actions with objects) with at least three different preferred objects (dinosaurs, animals, doll) each day across 2 weeks
  3. Anthony will make 10 different requests per day independently (go home, eat, help, more, finished, various objects/activities) or as a response to a question ("what do you want?") using sign, pictures, or verbalization on a daily basis for 2 weeks
- 

with autism respond differently at home and at school. When there are significant differences, issues of generalization might be discussed. In the case of Anthony, the reader will notice that the teacher was a better observer/reporter compared to his mother. Sometimes this is the case, but usually not.

Because of Anthony's aggression, much discussion followed about the underlying reasons and purposes of his behavior problems and the parents' and teacher's main concern about aggression. The consultant reviewed the concept of replacement skills to help Anthony's teacher and parent understand that with better work skills, communication skills, and social interaction skills, Anthony's aggression will reduce.

The iceberg illustration in the COMPASS Consultation Training Packet was used to facilitate this discussion. At the tip of the iceberg, descriptions of Anthony's aggressive behaviors were written. These included hitting, pinching, and slapping. Below the iceberg, the team hypothesized reasons for the aggression. To help develop reasons for aggression, his communication skills were reviewed again to remind participants of the importance of identifying the communicative functions of behavior. Three primary functions were hypothesized: (a) wanting a desired activity or object and being told "no;" (b) wanting to be finished with an undesired activity; and (c) refusing to start an activity. Anthony's personal challenges included lack of negotiation skills that stem from communication problems and a lack of understanding the impact of his problem behaviors on others. A lack of motivation to "please" others was also discussed as a contributor to the aggression. At the same time, as objectives designed to reduce behavior were discussed, the consultant encouraged the team to consider skills to be enhanced. As a result, objectives that focused on starting and completing a task, initiating a variety of requests, and interacting with peers by increasing play skills were discussed as potential prosocial and replacement skills for aggression. After much discussion, the replacement skills and teaching objectives in Table 9.2 were identified and written as measurable IEP objectives. Information on how to write measurable objectives is provided in Chap. 5.

### Developing the Goal Attainment Scale

After the objectives were written in measurable terms, they were then added to the GAS Form. Recall from Chap. 8 that the GAS Form is used to facilitate progress monitoring as the teaching plans were implemented. Anthony's present levels of

performance were described at the -2 level for each of the three objectives. Next, the objective as written for goal attainment was placed at the 0 level. This was the skill he was expected to achieve by the end of the school year. Measurable increments of behavioral change were noted at levels -1, +1, and +2. Notice that the items that are in parentheses denote how the skill level may vary, and that if the child meets expectations noted in at least one area denoted by the parenthesis, progress is made at that level. For example, Anthony is expected to be able to start and complete three 2-3 min tasks each day without aggression with one adult verbal cue (e.g., time to work) and gestural/picture cues across 2 weeks by the end of the school year. If he is making progress toward this skill, he may be able to complete one (as indicated in the parentheses) instead of three tasks with no aggression or need two (as indicated in the parentheses) instead of one verbal cue to start. If he is able to accomplish the goal, but with fewer work items or more cues, then he is above baseline and is making progress.

***Goal Attainment Scale Form for Anthony***

-2 Present level of performance	-1 Progress	0 Expected level of outcome (GOAL)	+1 Somewhat more than expected	+2 Much more than expected
Aggresses when given a task he does not want to do. Is difficult to motivate. Does not have a more appropriate way to communicate refusals or to negotiate	When presented with a task menu, Anthony will start and complete three (1) 2-3 min tasks each day without aggression with one (2) adult verbal cue (e.g., time to work) and gestural/picture cues across 2 weeks	When presented with a task menu, Anthony will start and complete three 2-3 min tasks each day without aggression with one adult verbal cue (e.g., time to work) and gestural/picture cues across 2 weeks	When presented with a task menu, Anthony will start and complete three (4) 2-3 min tasks each day without aggression with one (0) adult verbal cue (e.g., time to work) and gestural/picture cues across 2 weeks	When presented with a task menu, Anthony will start and complete three (6) 2-3 min tasks each day without aggression with one (0) adult verbal cue (e.g., time to work) and gestural/picture cues across 2 weeks
Has difficulty imitating others, especially children using actions with objects. Likes objects he can manipulate	Anthony will imitate play activities for five (2) minutes with at least three (1) different preferred objects (dinosaurs, animals, doll ...) each day across 2 weeks	Anthony will imitate adult play activities for 5 min with at least three different preferred objects (dinosaurs, animals, doll...) each day across 2 weeks	Anthony will imitate adult play activities for five (7) minutes with at least three (4) different preferred objects (dinosaurs, animals, doll ...) each day across 2 weeks	Anthony will imitate adult (peer) play activities for five (10) minutes with at least three (6) different preferred objects (dinosaurs, animals, doll ...) each day across 2 weeks

(continued)

(continued)

-2 Present level of performance	-1 Progress	0 Expected level of outcome (GOAL)	+1 Somewhat more than expected	+2 Much more than expected
May use aggression as a way to request. Relies on adult prompts to make requests	Anthony will make 10 (5) different requests per day independently (with verbal cues) or as a response to a question (go home, eat, help, more, finished, various objects/ activities) using sign, pictures, or verbal on a daily basis for 2 weeks	Anthony will make 10 different requests per day independently (go home, eat, help, more, finished, various objects/ activities) or as a response to a question (“what do you want?”) using sign, pictures, or verbalization on a daily basis for 2 weeks	Anthony will make 10 (15) different requests per day independently (go home, eat, help, more, finished, various objects/ activities) or as a response to a question (“what do you want?”) using sign, pictures, or verbalization on a daily basis for 2 weeks	Anthony will make 10 (20) different requests per day independently (go home, eat, help, more, finished, various objects/ activities) or as a response to a question (“what do you want?”) using sign, pictures, or verbalization on a daily basis for 2 weeks

**Step B. 4. Develop COMPASS Teaching Plans for each Measurable Objective**

Depending on the amount of time necessary for completing steps 2 and 3, adjustments may need to be made for completing step 4 of the COMPASS Consultation Action Plan. For Anthony’s consultation, because a significant amount of time was required to identify the replacement skills for aggression and to develop the objectives, little time was left for developing teaching plans for the second and third skills during the time allocated for the consultation. As a result, the consultant asked the teacher to work on the teaching plans and those not finished or unclear were completed at the first coaching session.

For each objective, the team identified Anthony’s personal and environmental challenges that would hinder attainment of the skill and identified Anthony’s personal and environmental supports to consider for teaching the skill and adding to his teaching plan. The three objectives and teaching plans are outlined below.

**Teaching Plan for Objective 1**

Objective 1: When presented with a task menu, Anthony will start and complete three 2-3 min tasks each day without aggression with one adult verbal cue (e.g., time to work) and gestural/picture cues across 2 weeks.

## ***Personal and Environmental Challenges and Supports for Teaching Plan 1***

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### *Personal challenges*

- Uses aggression to communicate many wants/needs/refusals, including confusion
- Has low expressive language skills
- Has limited repertoire of preferred tasks—most work tasks are unpreferred
- Lacks motivation to please others
- Lacks motivation for many objects/activities

### *Personal supports*

- Likes animals and small animal toys he can hold in his hand
- Has better receptive compared to expressive language skills
- Understands many pictures
- Uses a picture to indicate being finished consistently

### *Environmental challenges*

- Is in an integrated setting with a lot of other students
- Has many physical distractions in the environment
- Has living arrangements at home that have changed and are a bit unstable
- Has new baby brother at home

### *Environmental supports*

- Has mother and teacher who want same outcomes
  - Has teacher and assistant who know Anthony well
  - See teaching plan for specific supports and strategies to teach this skill
- 

The teaching plan for objective 1 developed with the team is below:

## ***Teaching Plan***

1. Review the Evidence-based Online Resources for Teachers in the forms section of Chap. 7, in particular those on structured work systems and structured teaching.
2. Develop and keep current a task menu that indicates to Anthony his work tasks. Be sure these are tasks he is familiar with and can do independently.
3. For each work task, have a visual task analysis (pictures) that displays each step of the task or have the tasks structured so he knows what to do. Provide visual cues of how much work he is to do or how he is to know when he is finished (i.e., sort the cars by color until they are all in the right bowls).
4. Refer to videos of structured teaching methods available online at: [http://www.autisminternetmodules.org/user\\_mod.php](http://www.autisminternetmodules.org/user_mod.php) and at <http://autismpdc.fpg.unc.edu/content/structured-work-systems>.
5. Begin with short work tasks with a learned visual that represents the work task and a visual that shows the reward he will receive following the work task.
6. For the rewards, gather items and place in a basket (due to low motivation, he may do best if allowed to choose the reward he will receive for completing work task prior to starting the work activity). Avoid rewards that are an “obsession” for him, such as small figurines and birds. Show him that after he works again, he gets the reward again. As the work is interspersed with rewards, gradually shape to include more work tasks between rewards.

7. If needed, use timer picture from Boardmaker or an auditory timer to indicate length of time he plays with the reward.
8. Once work activity routine is established, show the assistants how to implement the routine.

## Teaching Plan for Objective 2

Objective 2: During structured play, Anthony will imitate adult play activities for 5 actions (actions with objects) with at least three different preferred objects (dinosaurs, animals, doll...) each day across 2 weeks.

### *Personal and Environmental Challenges and Supports for Teaching Plan 2*

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#### *Personal challenges*

- Lacks joint attention skills
- Lacks motivation to please others
- Lacks motivation for many objects/ activities

#### *Personal supports*

- Likes animals and small animal toys he can hold in his hand
- Has better receptive compared to expressive language skills
- Can imitate some actions with objects (drink from a cup)
- Likes praise and hugs

#### *Environmental challenges*

- Is in an integrated setting with a lot of other students
- Physical distractions in the environment
- Living arrangements at home have changed and are unstable

#### *Environmental supports*

- Mother and teacher want same outcomes
  - Teacher and assistant know Anthony well
  - Has many social peers in his classroom
  - See teaching plan for specific supports and strategies to teach this skill
- 

### *Teaching Plan*

1. Refer to the Evidence-based Online Resources for Teachers in the forms section of Chap. 7, especially those on discrete trial training, prompting, and peer-mediated instruction.
2. Assemble objects that Anthony likes. Decide if you would like to use two identical objects so he can see what to do while simultaneously doing it or use one object with which to take turns.
3. Get Anthony's attention and imitate an action with the object (make a plane fly, a bear walk, a dog run, a rabbit hop, a car roll, etc.). Be creative and try out different things.
4. Give the object to Anthony and cue him "You do it" or a phrase you prefer to use to verbally cue him to perform the action with the object. If he has the same object, you might say, "Let's play, do this."
5. Use a system of least prompts and avoid physical assistance as much as possible. As long as he is watching, give him time to respond, otherwise cue him to look.



6. If he does the behavior, reward him with smiles, humming, and/or acknowledgment; if not, repeat from the second step.
7. If Anthony is taking turns imitating with one object, two objects are not needed.
8. Twirling and spinning things are highly preferred and interfering. They are not used to work on this skill, but might be used as reward if he understands when to give them up. Keep the toys that are allowed for spinning and reinforcement separate from those being used to teach appropriate use and imitation.
9. Generalize the verbal cues to include phrases paired with a gesture of holding a hand out to indicate “my turn.”
10. Once the skill is mastered with one adult, generalize the skill to other adults and then begin to include a peer.

### Teaching Plan for Objective 3

Objective 3: Anthony will make 10 different requests per day independently (go home, eat, help, more, finished, various objects/activities) or as a response to a question (“what do you want?”) using sign, pictures, or verbalization on a daily basis across 2 weeks.

### *Personal and Environmental Challenges and Supports for Teaching Plan 3*

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#### *Personal challenges*

- Uses aggression to communicate many wants/needs/refusals, including confusion
- Has low expressive language skills
- Lacks motivation to please others
- Lacks motivation for many objects/activities

#### *Personal supports*

- Likes animals and small animal toys he can hold in his hand
- Better receptive compared to expressive language skills
- Understands many pictures

#### *Environmental challenges*

- Is in an integrated setting with a lot of other students, making it difficult to provide intensive instruction
- Has teaching assistants who are not trained
- Lacks consistency between home and school and use of visuals

#### *Environmental support*

- Has teacher who uses pictures/gestures to communicate
  - Has access to pictures that can be used to express himself to others
  - Has mother and teacher who want same outcomes
  - Has teacher and assistant who know Anthony well
  - See teaching plan for specific supports and strategies
- 

### *Teaching Plan*

1. Refer to the Evidence-based Online Resources for Teachers in the forms section of Chap. 7, especially those on picture exchange communication system (PECS), functional communication training, and pivotal response training.

2. Begin to teach independent initiation; start with what he can currently do and expand. Begin with PECS. Also, implement naturalistic strategies based on functional communication training and pivotal response training.
3. Review with the teaching assistants the teaching methods of PECS online at: [http://www.autisminternetmodules.org/mod\\_list.php](http://www.autisminternetmodules.org/mod_list.php).
4. Identify activities, objects, and other items that Anthony might like.
5. Develop a communication board with Boardmaker or photos that Anthony can pair with desires/needs.
6. Expand to other teaching situations to elicit requests, such as sabotaging a situation (e.g., place desired objects in view but out of reach or in a clear container with a tight lid). He really enjoys hand puppets. A clear container with a tight lid and a desired object inside can be used so that he has to ask for help.
7. Obtaining the object will be the reinforcer for Anthony to make the request.
8. Show you understand by complying with requests immediately and praising him.
9. Make sure that the team is clear on the method he needs to use to indicate the request (for instance, picture with verbalization or picture only). If he is not making requests independently or is being taught to request new items, he may need a second person who prompts him from behind when requesting with a picture.
10. Collaborate with the speech language pathologist in teaching this goal throughout the day and embed it within as many activities as possible. The more practice and success Anthony has, the quicker he will be able to learn this skill.

### Summarize and Close

Next, the consultant distributed the COMPASS Consultation Satisfaction Questionnaire and COMPASS Fidelity Checklist to the parent and teacher. Because time was short, the consultant left the forms with the teacher and parent and asked that they be faxed when completed. The consultant also asked that an IEP meeting be arranged within the next 2 weeks so that the new objectives would be added. The first coaching session was scheduled.

Within a week of the consultation, a report of the consultation was sent via mail and email to the teacher and via mail to the parent. Enclosed with the report was information on dealing with sleeping and behavior problems. The parent-friendly resource materials came from the COMPASS series available online at [www.ukautism.org](http://www.ukautism.org). Also included in the report was a description of the teaching objectives, personal and environmental challenges and supports, and teaching plans.

The consultant made some observations of the parent, teacher, and teaching assistant following the consultation. Anthony's mother and teacher were quite involved during the discussion. They shared information and were active contributors; his teacher shared slightly more information than his mother. Both his teacher and mother appeared to benefit from additional insight into Anthony's needs and behavior. His mother, especially, needed more supports. There was much turmoil at home and Anthony, his mother, and siblings were living in temporary arrangements with the maternal grandmother due to a recent separation from Anthony's father. Thus, it was not clear how much Anthony's mother's interactions during the consultation

were affected by stress from other problems and current living arrangements. When asked for possible replacement skills to teach, both his teacher and his parent needed assistance to generate ideas. Both his mother and teacher appeared extremely frustrated. When asked about the need for respite care at home, his mother became teary. The consultant solicited input directly by reviewing the information shared in the COMPASS Challenges and Supports Joint Summary Form and reminded them of the communication, social, and learning skills weaknesses that are being manifested as aggression. Anthony's teacher also appeared to be concerned about the number of children in her classroom overall and the number who had IEPs. The consultant reassured her that the teaching plans would be feasible and able to be implemented within the classroom. The teaching assistant was less involved, but reported how helpful the consultation was in helping her understand Anthony.

### **Coaching: Implementing Plans, Monitoring Progress, and Making Adjustments**

Plan implementation and progress monitoring occurred throughout the year. As the plan was implemented, flexibility was encouraged for adjustments to be made readily and quickly as necessary depending on progress data. The four coaching sessions presented in this section took place about every 6 weeks. Coaching sessions can occur more frequently, but a minimum of four sessions is necessary. Recall that the coaching sessions are designed to facilitate teacher-implemented plans and procedures rather than consultant-implemented plans. A careful balance between consultant expertise in autism and teacher-directed teaching plans must be considered. As much as possible, the consultant encourages and supports ideas from the teacher using guided and Socratic questioning techniques discussed in Chap. 7. The implementation steps of the coaching sessions as described in Chap. 8 were followed (Table 9.3).

## **Coaching Session 1**

During the first coaching session, much time was spent clarifying the teaching objectives and designing the teaching plans. To assist with these activities, the Session 1 Coaching Protocol provided in the forms section of Chap. 8 was followed. During the first coaching session, Ms. Caudill reported that the team was concerned

**Table 9.3** Abridged COMPASS coaching protocol

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See Chap. 8, Table 8.1 for full description of the procedural steps of the COMPASS Coaching Protocol

1. Observe the student demonstrating each targeted skill/objective/goal
  2. Review the Goal Attainment Scale (GAS) Form
  3. Complete the Teacher Interview for Coaching Form for each objective
  4. Complete summary activities
  5. Obtain completed evaluation and fidelity forms
-

about Anthony's level of aggression and that it might be unrealistic to expect him to meet the objective. The objective was slightly modified so that he was expected to start, but not complete, a task independently. It was clear that the teacher might have challenges in convincing her teaching assistants that Anthony could be successful beyond their expectations. This objective was added to the IEP. The consultant, however, with agreement from the teacher, retained the original objective developed during the consultation. The GAS Form based on the original objectives was reviewed with the teacher. Following this discussion, an observation of the instruction was conducted and also videotaped for each of the three targeted objectives for review with the teacher. Following the observation, the consultant and teacher met in a conference room and completed steps 3, 4, and 5 of the coaching protocol.

### ***Step 1: Observe the Student Demonstrating Each Targeted Skill/Objective/Goal***

The consultant and teacher observed videotape of Anthony and his teacher working on one of the three skills that were discussed during the consultation: "When presented with a task menu from which to select work tasks, Anthony will start and complete three 2–3 min tasks each day without aggression with one adult verbal cue (e.g., time to work) and gestural/picture cues across 2 weeks." We observed him completing a work task with multiple verbal and gestural cues from the teacher and no aggression. For the skill of learning to imitate play activities with at least three different preferred objects, opportunities to teach had not been created, according to Ms. Caudill. Therefore, we did not see a videotape of this skill. Instead, we observed this directly in the classroom. It was quite impressive to see Anthony sit down with Ms. Caudill, watch her imitate with an object, and then immediately imitate the same action with the object. He imitated at least two different objects. When given a toy dog, he was more focused on playing with the bird in a repetitive manner by flicking its wings repeatedly. But after some delay, Anthony was observed to imitate appropriate action with the toy dog. For the third skill, observation showed Anthony selecting a finished card and handing it to his teacher. More discussion about the skills follow.

### ***Step 2: Review the Goal Attainment Scale Form***

Goal attainment ratings were collected on the three primary skills. During the first coaching session, the GAS Form was introduced to Ms. Caudill and some of it was adjusted based on her input. For the first skill of "when presented with a task menu," a goal attainment score of –2 was observed. His teacher reported, however, that most of the time, Anthony was making progress and would fall at a –1 level.

For the second skill of “learning to imitate play activities with at least three different preferred objects,” a GAS score of -1.5 was observed. His teacher, however, reported that most consistently he is scoring at a -2 level.

For the last skill of “initiating requests,” a GAS score of -2 was observed. His teacher reported that Anthony consistently initiates about 2 to 3 requests daily independently.

### ***Step 3: Complete the Teacher Interview Form for Each Objective***

During the discussion with Ms. Caudill, the Teacher Interview for Coaching Form was completed. A copy of the form was provided to her to follow along. For the first skill of “when presented with a task menu,” Ms. Caudill expressed concern that the objective appears to be two separate skills—to start an independent work task and to complete an independent work task. The consultant suggested that in the IEP, the skill may be broken down into two separate skills. For the consultation, however, it was preferred to keep them together as one skill because work completion was the primary aim, and starting a work task was the first step in learning to complete a work task independently. She agreed and reported that she worked on this skill on a daily basis. She also indicated that she was keeping data on this skill and needed no assistance with data collection (see the Activity-based Data Sheet below). She as well as the speech therapist both teach this skill. The speech therapist spent about 2 days a week in the classroom. Next, the teaching plan was reviewed. The teacher was mainly using a discrete trial approach and a lot of adult-directed prompting. Thus, the consultant reviewed the method of structured teaching as an alternative, evidence-based method that would support the development of independence. The consultant referred to the original consultation report that included online references, including video of structured teaching methods and ideas of developing further structured teaching types of activities.

### Activity-Based Data Sheet

Student’s Name: Anthony

Skill/Behavior: Start and complete work tasks.

Dates: Oct 5–16

Criterion Level: three 2–3 min work tasks with one adult verbal cue and gestural and visual cues

Coaching Session: 1

Prompt: (*circle*) I=Independent; V = Verbal; Vi = Visual; G = Gestural; P = Physical

*Instructions:* In the section above, describe the skill/behavior, criterion level,\* and circle the prompt(s) for the objective. Using the table below, list the prompts used, tally the number of times the student demonstrated the skill at the criterion level (# passed), and tally the number of opportunities provided (# opportunities). For the bottom row, tally the total number of times passed and the total number of opportunities.

Day	M	T	W	TH	F	M	T	W	TH	F	
Date	10/5	10/6	10/7	10/8	10/9	10/12	10/13	10/14	10/15	10/16	
<i>Activities</i>											
Independent work time in the morning	Prompt	5V	5V	5V	5V	5V	4V	4V	3V	3V	3V
		4P	4P	4P	4P	3P	3P	3P	2P	2P	1P
	# Passed	0	0	0	0	0	0	0	0	0	0
	# Opportunities	2	1	2	2	2	3	2	3	3	3
Speech and language therapy activities	Prompt	5V			5V			3V		3V	
		2P			2P			2P		2P	
	# Passed		0		0			0		0	
	# Opportunities		1		1			1		1	
Total	# Passed	0	0	0	0	0	0	0	0	0	
	# Opportunities	2	2	2	3	2	3	3	3	4	3

\*See Chap. 5 for more explanation on criterion level

For the second skill of “learning to imitate play activities with at least three different preferred objects,” Ms. Caudill reported that this was worked on once a day. She said that she has seen him do this with two objects. The consultant saw this during the observation as well as delayed imitation with the bird. The teacher was not yet keeping data on the skill and has just recently started to work on it. She indicated that she had a plan for data collection and did not need any assistance. She also planned to use objects that were of less intense interest to Anthony to encourage more appropriate functional use of objects.

### COMPASS Coaching Summary Template

Coaching Session **I** II III IV

Student: anthony Date: September 23 School: Sunshine  
El.

Teacher: Ms. Caudill Consultant: Ruble Others Present: None

**Communication Skill:** *Initiating requests*

Observation: We observed Anthony on tape selecting a finished card and handing it to his teacher.

Discussion: This skill has not been taught systematically. As a result, no data were being kept. His Teacher indicated that Anthony made about three to five requests a day and became upset about 75 percent of the time when he was denied a request. He used many symbols, such as a "help" symbol, a "more" symbol, a "finished" symbol, and a "go home" symbol about 50 percent of the time independently based on teacher report.

Goal Attainment: A goal attainment scale score of -2 was rated based on teacher report. His teacher reported that Anthony consistently initiates about 2 to 3 requests daily independently.

**Social Skill:** *Imitating play*

Observation: Opportunities to teach had not been created. We observed this skill directly in the classroom. It was quite impressive to see Anthony sit down with Ms. Caudill, watch her make actions with an object, and then immediately imitate the same action with the object. He imitated at least two different objects. When given a toy bird, he was more focused on playing with the bird in a repetitive manner by flicking its wings repeatedly. But after some delay, Anthony was observed to imitate appropriate action with the toy dog.

Discussion: This skill was worked on once a day. She said that she has seen him do this with two objects. The consultant saw this during the observation as well as delayed imitation with the bird. The teacher was not yet keeping data on the skill and has just recently started to work on it. She indicated that she had a plan for data collection and did not need any assistance. She also planned to use objects that were of less intense interest to Anthony to encourage more appropriate functional use of objects.

Goal Attainment: A goal attainment scale score of -1.5 was observed. His teacher, however, reported that most consistently he is scoring at a -2 level.

**Learning Skill:** *starting and completing work tasks without aggression*

Observation: We observed him on tape completing a work task with multiple verbal and gestural cues from the teacher and no aggression.

Discussion: She as well as the speech therapist both teach this skill. The speech therapist spends about two days a week in the classroom. The teacher uses a discrete trial approach and a lot of adult-directed prompting. The method of structured teaching as an alternative, evidence-based method that would support the development of independence was suggested. The consultant referred to the original consultation report that included online references, including video of structured teaching methods and ideas of developing further structured teaching types of activities.

Goal Attainment: A goal attainment score of -2 was observed. His teacher reported, however, that most of the time, Anthony was making progress and would fall at a -1 level.

**Future Plans:**

1. Implement the teaching plans for all skills and be ready for us to observe or have a videotape.
2. Review the online resources of evidence based practice of structured teaching.

For the last skill of “initiating requests,” she reported that this skill has not been taught systematically. As a result, no data were being kept. She indicated that Anthony made about three to five requests a day and became upset about 75% of the time when he was denied a request. He used many symbols, such as a “help” symbol, a “more” symbol, a “finished” symbol, and a “go home” symbol about 50% of the time independently.

#### ***Step 4: Complete Summary Activities***

The consultation concluded with setting up the date and time of the next coaching session. The consultant also told the teacher that a summary report of the information collected and discussed during the coaching session (see example on page 215) would be provided within a week and sent to Anthony’s teacher and parents (the Coaching Summary Template in Chap. 8 was used as a guide).

#### ***Step 5: Obtain Completed Evaluation and Fidelity Forms***

Because so much information was shared with the teacher during the first coaching session, the consultant decided to delay collecting information from the teacher on her perceptions of coaching fidelity and satisfaction.

To obtain information on the overall impressions that the consultant had from the consultation and on the quality of teacher–student instruction, the consultant completed the Coaching Impressions Form (CIF), the Autism Engagement Rating Scale (AERS), and the Teacher Engagement Rating Scale (TERS). These forms are not necessary for COMPASS consultation, but may provide helpful qualitative information to consider for planning the next coaching section. The consultant judged the teacher as having implemented at least 75% of the teaching plans (a rating of 4- out of a 5-point scale) using the CIF item 10. The total rating of the quality of the child’s engagement during the instruction using the AERS was 14 out of a total of 18 points, reflecting relatively high engagement. The teacher’s quality of instruction using the TERS was rated 14.5 out of a total 18 points, reflecting relatively high engagement.

### **Coaching Session 2**

All the steps completed in session one were completed in sessions two, three, and four using the Standard COMPASS Coaching Protocol in the forms section of Chap. 8. A brief description of each session is provided. Each description came from the coaching summary report that was written immediately following the



consultation and mailed to the teacher and parent. Even though the parent was unable to attend the coaching sessions, she was mailed a copy of the summary.

### ***Step 1: Observe the Student Demonstrating Each Targeted Skill/Objective/Goal***

The consultant observed Anthony and his teacher working on two of the three skills. The first skill was “when presented with a task menu, Anthony will start and complete three 2–3 min tasks each day.” The consultant saw Anthony sorting quantities depicted on pictures. He worked up to four minutes easily. Verbal cuing was provided throughout.

For the second skill of “imitating adult play activities with at least three different preferred objects,” the consultant observed Anthony and his teacher taking turns with a dog puppet. Anthony was smiling, following Ms. Caudill’s directions of what to do with the object and readily taking turns with the object by handing it back to Ms. Caudill when she used a verbal and gestural (hand extended outward) cue.

For the last skill of “making ten different requests per day independently,” the consultant did not observe the skill. But Ms. Caudill reported that he does request “more,” “help,” “bathroom,” “home,” “eat,” and “finish” spontaneously.

### ***Step 2: Review the Goal Attainment Scale Form***

Goal attainment ratings were collected. For the first skill of “when presented with a task menu from which to select a work task,” a goal attainment score of +2 was observed and also reported by his teacher. Anthony was working at least four minutes at a time and this was to be expanded to be done with other adults.

For the second skill of “imitating adult play activities,” a GAS score of +2 was observed and also reported by his teacher. This skill was to be expanded to be done with other adults, peers, or in small group settings.

For the last skill of “making requests,” a score of –1 for making progress was reported but not observed. Clearly, Anthony was making significant and meaningful progress.

### ***Step 3: Complete the Teacher Interview Form for Each Objective***

During the discussion with Ms. Caudill, the consultant reviewed each skill and asked the same questions covered during the first coaching session: how many times a day or week the skill was worked on, whether data were being collected, who taught the skill, and any other issues that needed to be addressed. The consultant

also referred to the coaching summary report from the last session, the GAS Form, and the teaching plans for each skill. The teaching plan for each skill was updated, if necessary, to make sure it was reflecting the current strategies.

For the first skill, “when presented with a task menu,” Ms. Caudill reported that this skill continues to be worked on a daily basis, about three to four times a day. She was collecting data and agreed to provide data on his progress within the week. She reported that both she and the teaching assistant worked on this skill. Anthony tended to be more responsive to Ms. Caudill’s instruction compared to the instruction coming from the assistant. Ms. Caudill thought it would be good for Anthony to learn to accept instruction from others and said she would start working on this. The consultant also talked about this skill as written on the GAS Form, including both starting and finishing a task. Although the IEP only asks about starting a task, the teacher was collecting data on both starting and finishing. The consultant discussed online training resources and referred the teacher to those on structured teaching. Overall, the consultant was extremely impressed with how well Anthony was doing with this objective. He was working four to five minutes at a time with no aggression.

For the second skill of “learning to imitate adult play activities with at least three different preferred objects,” Ms. Caudill reported that this was worked on twice a day. She said that Anthony imitated many objects, but that she avoided objects of strong interest (like birds or objects with wings). It was fantastic to see Anthony laughing and enjoying “playing” and imitating Ms. Caudill during the observation. She also built in additional concepts such as taking turns and identifying body parts in the interaction. The consultant talked about expanding his imitation interactions to other people and even peers. She is keeping data on the skill using the Activity-Based Data Sheet.

For the last skill of “making ten different requests daily,” the consultant discussed the various requests Anthony makes independently. He asked for “more,” “toilet,” “home,” “eat,” “help,” and “finish.” He requested help about three to four times a day. We talked about setting up situations to sabotage, and Ms. Caudill has many ideas about this to try out. With the speech therapist, she worked on making requests using a second person behind Anthony to cue him to the conversational partner.

### ***Activity-Based Data Sheet***

Student’s Name: Anthony

Skill/Behavior: During structured play will imitate adult play (actions with objects)

Dates: Dec 7–18

Criterion Level: Five actions with three different preferred objects

Coaching Session: 2

Prompt: (*circle*) I = Independent; V = Verbal; Vi = Visual; G = Gestural; P = Physical

Day		M	T	W	TH	F	M	T	W	TH	F
Date		12/7	12/8	12/9	12/10	12/11	12/14	12/15	12/16	12/17	12/18
<i>Activities</i>											
Morning free play	Prompt	1V	1V	1V	1V	1V	1V	1V	1V	1V	1V
	#Passed	2	2	2	2	3	3	1	3	3	3
	#Opportunities	3	3	3	3	3	3	3	3	3	3
Circle time	Prompt	2V	2V	1V	1V	1V	1V	1V	1V	1V	1V
	#Passed	0	0	1	1	3	3	3	3	3	3
	#Opportunities	3	3	3	3	3	3	3	3	3	3
Total	#Passed	2	2	3	3	6	6	4	6	5	6
	#Opportunities	6	6	6	6	6	6	6	6	6	6

### ***Step 4: Complete Summary Activities***

The consultant reminded Ms. Caudill to fax the data sheets within the week. The date for the next session was set, and a report was written and sent within the week.

### ***Step 5: Obtain Completed Evaluation and Fidelity Forms***

Ms. Caudill completed the Coaching Feedback Form (see Chap. 8). Her ratings indicated that the coaching sessions had been generally well received. She gave a mean rating of 3.25 out of 4 for the 4 coaching session items, and a mean rating of 3 out of 4 for the four consultant items. She indicated that the discussions were most helpful.

## **Coaching Session 3**

### ***Step 1: Observe the Student Demonstrating Each Targeted Skill/Objective/Goal***

For the first skill of “starting and completing a work task,” the consultant observed Anthony working one-on-one with Ms. Caudill on a number of identification tasks. He appeared to be growing frustrated (demonstrated by not responding or tossing the object) with the tasks. From the consultant’s perspective, possible reasons appeared to be because he wanted a different reward or because he wanted to be done with the task. Ms. Caudill interpreted that he wanted a different motivator, and she went to a container with various toys and brought it back to the table for Anthony to see. This immediately perked Anthony up, and he completed the tasks with no further objection. She remained calm and persistent with him to complete the task despite his initial frustration and lack of desire to finish. Anthony expressed frustration in a nonaggressive way, and it was clear to the consultant that he had made a lot of progress in this area.

For the next skill of “imitating adult play activities,” the consultant observed Anthony playing a role in a skit about Brown Bear. He took a turn in the role of Brown Bear and was cued to hold a large cutout of a circle in front of his face. He responded well, was a part of the group, and was doing what the other children were doing.

For the last skill of “making 10 different requests,” no observation was done, but Ms. Caudill reported that he was making at least 10–15 requests per day. She also indicated that lunch time would be a good time to capture him making several requests.

### ***Step 2: Review the Goal Attainment Scale Form***

Using the GAS Form, Ms. Caudill reported that Anthony was at the expected level of outcome for the first skill of initiating and completing a task and received a GAS score of 0. The consultant also observed this during the video.

For the second skill of imitating adult play activities, Anthony exceeded expectations and was at the +1 level. This was reported by Ms. Caudill as his most consistent level of performance. It was also observed by the consultant. Anthony was generalizing his skills from adults to children.

For the last skill of “making 10 different requests,” his teacher reported that he is between the 0 and +1, a GAS score of +0.5. Unfortunately, the consultant was not able to observe this that day.

### ***Step 3: Complete the Teacher Interview for Coaching Form for Each Objective***

For the first skill of “starting and completing a task,” Ms. Caudill reported that this was worked on at least four times a day. She kept data on this skill as well as the

other skills. She said that he still had difficulty with some of the teaching assistants. She said she wanted to work on generalizing his abilities to work with other adults besides herself. She said she would start to have Anthony complete work tasks in the new classroom to facilitate his transition into Kindergarten.

For the next skill of “imitating adult actions,” Ms. Caudill reported she was working on this about twice per day. She said that recently she saw Anthony imitating the other peers washing dishes without any adult modeling. This was an excellent sign, as his awareness had grown so much and his imitation skills were expanding from not just imitating adult actions but peer actions as well. Anthony also imitated stacking blocks and movements with small animals. His teacher had made videotapes to depict the positive skill of taking turns and imitating peer models for Anthony to view. Ms. Caudill had a plan of showing him this for a few days in a row and then having him do the behavior shown on the tape with a peer.

For the last skill of “making 10 different requests per day,” Ms. Caudill reported that Anthony was making 10–15 requests per day (see activity based data sheet).

### Activity-Based Data Sheet

Student’s Name: Anthony

Skill/Behavior: make requests or respond to “what do you want” using sign, pictures, or vocalizations

Dates: March 3–14

Criterion Level: Ten per day independently

Coaching Session: 4

Prompt: (*circle*) I=Independent V = Verbal; Vi = Visual; G = Gestural; P=Physical

Day		M	T	W	TH	F	M	T	W	TH	F
Date		3/3	3/4	3/5	3/6	3/7	3/10	3/11	3/12	3/13	3/14
Activities											
Breakfast	Prompt	1	1	1V	1V	1V	1	1	1	1	1
		V/P	V/P								
	# Passed	3	3	3	3	3	3	3	2	3	2
	# Opportunities	3	3	3	3	3	3	3	2	3	2
Speech language therapy	Prompt	V	V	V	V	1	1	1	1	1	1
	# Passed	5	5	7	8	10	10	10	10	10	10
	# Opportunities	10	10	10	10	10	10	10	10	10	10
Sabotaged situations during work time	Prompt	1	1	1							
		V/P	V/P	V/P							
	# Passed	0	0	0							
	# Opportunities	2	2	2							
Total	# Passed	7	7	9	11	13	13	13	12	13	12
	# Opportunities	12	12	12	13	13	13	13	12	13	12

### ***Step 4: Complete Summary Activities***

The next coaching session was scheduled. Included in the summary was praise for the teacher on how much progress Anthony has made.

### ***Step 5: Obtain Completed Evaluation and Fidelity Forms***

The consultant asked the teacher to complete the Coaching Feedback Form, but it was not returned. It was decided that the additional forms would be distributed every other session at most.

## **Coaching Session 4**

### ***Step 1: Observe the Student Demonstrating each Targeted Skill/Objective/Goal***

For the first skill of “starting and completing 2–3 min tasks,” the consultant observed Anthony trying to be redirected by his teacher to the work task while he was asking for a dinosaur. Ms. Caudill reported that although aggression was not observed, aggression had increased in the last several weeks. Nevertheless, when he was requesting dinosaurs and told “no,” he was not observed to hit or slap like he did at the beginning of the year.

For the second skill of “imitating adult play activities,” the consultant observed several video clips of Anthony involved with peer activities. Taping these skills for viewing by the consultant at a later time was easier for the teacher because she was able to capture naturalistic interactions and instruction that occurred during regular classroom routines (rather than setting up a situation when the consultant was there). In one clip, Anthony was sitting on the floor with a baby doll and other toys. Two children playing with facemasks were sitting next to him. There was not a lot of interaction between the two other children and Anthony, but it was clear that the children were comfortable being around Anthony, and Anthony was showing more awareness of the other children. In the second video clip, Anthony was sitting on a chair next to the sandbox where all of the children were playing. He was taking the sand and letting it fall between his fingers and watching the other children.

For the last skill of “making ten different requests,” we saw Anthony using signs, pictures, and words. There were several situations observed where he used a picture to indicate help.

### ***Step 2: Review the Goal Attainment Scale Form***

For the first skill of “starting and completing a work task without aggression,” Ms. Caudill reported that Anthony was at the -1.5 level. We also observed this during the observation.

For the second skill of “imitating adult play activities,” Ms. Caudill reported that Anthony was at the +1 level. He was doing much more imitation play with other children. The consultant observed this and also scored him at a +1 level.

For the last skill of “making at least ten different requests,” Anthony’s teacher reported that he was at the 0 level most consistently. The consultant also observed him performing at this level.

### ***Step 3: Complete the Teacher Interview for Coaching Form for each objective***

For the first skill of “starting and completing a work task,” Ms. Caudill reported that starting without any aggression had been difficult recently and that Anthony had regressed; however, once he started the work, Anthony completed tasks without aggression. According to this teacher, spring break occurred a couple weeks before this consultation, and Anthony usually required more time to settle into his routines after breaks. The consultant reminded the teacher that school absences and holiday breaks are an environmental challenge for Anthony, and that environmental supports needed to be enhanced to overcome the challenges. One support for Anthony following breaks was use of established routines rather than the introduction of new activities. Ms. Caudill was working with his teaching assistants so that Anthony would become more accepting of different people working with him during his activities. Ms. Caudill reported that this skill was worked on about seven times a day.

The consultant reviewed the teaching plan. Ms. Caudill was still working with all of the strategies listed on the plan. The only one she was not using was a mini schedule. The consultant suggested that a picture of the work activity and a picture of the reward be shown to Anthony. The consultant also suggested having Ms. Caudill be the one who works with him primarily for a few days after breaks so that established routines were used until he became stable. It was then suggested that changes be planned to happen one at a time, so that the assistant would work with him after his aggression was reduced. Also discussed was the possibility of Ms. Caudill taping the assistant working with Anthony and also the teacher working with Anthony. The teacher could then show these tapes to the assistant so she could become more aware of how she was instructing and more aware of her use of the word “no,” which was a personal challenge for Anthony.

For the next skill of “imitating adult play activities,” Ms. Caudill reported that this was worked on about ten times per day. She said that overall Anthony had engaged in many spontaneous peer interactions and was participating in circle time. The consultant saw a video clip of circle time, and the teacher also kept data on this

skill. The consultant reviewed the teaching strategies and the only strategy added was to discuss with the peers individually how to get Anthony's attention, keep Anthony's attention, and play with Anthony. The consultant provided some suggestions and a script that could be used for the peer training. The teacher reported that there were two to three girls who had enjoyed being a peer coach for Anthony. The teacher agreed that she, the speech language pathologist, and peers would work on this skill with Anthony.

For the last skill of "making 10 different requests per day independently," the teacher reported that breakfast was an opportunity that was often used to make several requests. Such requests included not only asking for food but also requesting help. The teacher as well as the speech language therapist and assistants worked with Anthony on this skill approximately 12 times a day. The teaching plan was also reviewed. The consultant found that all the strategies were being used except for the use of a very tight container with a desired object inside. The teacher reported that this made him very upset and that she did not want to continue with this strategy. A copy of his Activity-based Data Sheet is provided (see next page).

#### ***Step 4: Complete Summary Activities***

The consultant acknowledged with the teacher how much progress Anthony made throughout the year. The GAS Form was reviewed and current scores were compared to scores from the beginning of the year. At the start of the year, Anthony was unable to complete any of the tasks. He made significant progress on all skills, with the exception of starting a work task without aggression. He appeared to regress after break, and the need for more supports was necessary. Over the year, numerous environmental supports were put into place for Anthony.

These supports were not removed given how much he needed consistency. The consultant reviewed these environmental supports with Ms. Caudill, who planned to facilitate his transition into kindergarten and to help ensure these supports were in place.

#### ***Step 5: Obtain Completed Evaluation and Fidelity Forms***

Ms. Caudill completed the COMPASS Coaching Fidelity Checklist. A mean rating of 3.4 out of 4 for the 19 items was calculated, indicating that the consultant followed the procedures of the COMPASS Coaching Protocol with adequate fidelity from the teacher's perspective. The consultant also completed the COMPASS Coaching Impressions Scale. The teacher received an overall rating of 4 out of 5 points for adherence to the teaching plans (item 10 on the form). Thus, overall the teacher implemented most of the teaching plans as written.



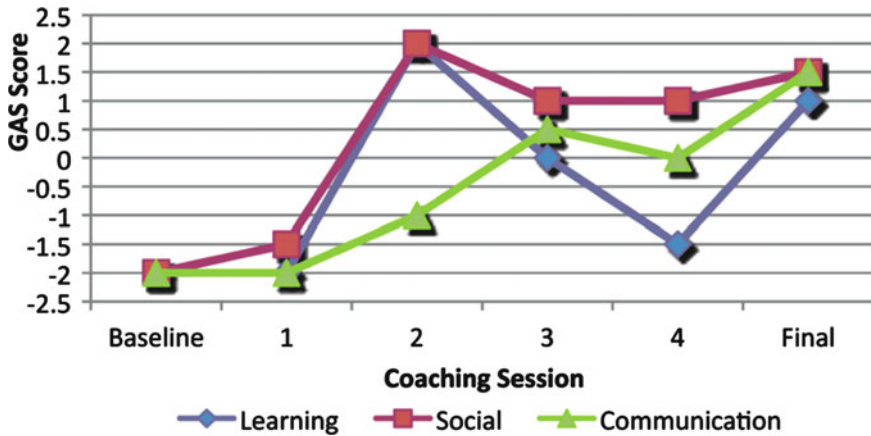


Fig. 9.1 Anthony’s GAS scores by coaching session

### Final Evaluation of Progress

Figure 9.1 shows Anthony’s progress using the GAS Form and the overall mean scores by coaching session. Progress was made for all skills, but progress was also sporadic. Most difficult for Anthony was the number of holiday breaks and snow days. Coaching sessions 3 and 4 demonstrated evidence of the drop in progress following days away from school. Nevertheless, Anthony did achieve all his skills at levels that exceeded expectations.

## Case Study 2: Ethan

### Background Information

Ethan was an 8-year-old Caucasian boy who attended an elementary school in a rural area located in a southern state. Ethan spent most of his academic time in a special education classroom, but he did participate with children in the general education setting for some academic work and for art, recess, and physical education. He received speech, language, and occupational therapy at school. At the start of the consultation, Ethan had been receiving about 10 h a week of applied behavior analysis therapy at home for the previous 2 years.

Ethan lived with his parents and toddler sister and preschool brother in a new home that they just moved into when the school year started. His mother worked part-time. His mother and father were highly committed and involved with Ethan. One parent attended all teacher coaching sessions following the initial COMPASS consultation.

His teacher was very interested in learning all she could about autism and meeting the needs of not only Ethan, but other students with ASD whom she taught. She was selected by her school system to be a member of a training team on ASD being conducted by her state's Department of Education.

### **Step A: Activities Prior to COMPASS Consultation**

#### **Step A. 1. Gather Information About the Student from Consultant Observations and from Parent and Teacher Report Using the COMPASS Challenges and Supports Form for Caregivers and Teachers**

When the consultation began, Ethan's IEP stated that he demonstrated the ability to understand almost everything that was said to him. He used words and phrases to communicate, and although he had spontaneous speech, he more often than not repeated what he had heard. He had great trouble with conversational speech. Ethan also required numerous prompts to complete tasks. He counted by rote, recognized letters, and demonstrated that he knew most letter sounds. Ethan did not do well in unstructured time and got off task frequently. Ethan had low muscle tone. Socially, Ethan was more comfortable with adults than peers. He typically engaged in parallel play and imitated motions of peers. He was developing some problem-solving skills.

*Information from direct evaluation:* The consultant conducted a standardized assessment of Ethan's cognitive, language, adaptive, and behavior skills. Ethan received a standard score of 63 for cognitive and problem-solving skills based on the Differential Abilities Scale. This score was significantly below average. He received a standard score of 41 for listening and verbal skills on the Oral and Written Language Scales, and a standard score of 64 for adaptive behavior skills based on teacher report using the Vineland Adaptive Behavior Scale. His teacher completed the Behavioral Assessment Scale for children, and a T score of 57 was calculated for externalizing behaviors, indicating no significant behavioral concerns. Lastly, a score of 33 was determined using the Childhood Autism Rating Scale, indicating mild/moderate autism.

#### **Step A. 2. Complete COMPASS Challenges and Supports Joint Summary Form**

Before the consultation began, Ethan's parents and his teachers—both general education and special education teachers together—completed the COMPASS Challenges and Supports Form for Caregivers and Teachers. The consultant then summarized their responses using the joint summary form.

## **Step B. Activities during a COMPASS Consultation**

### **Step B. 1. Discuss COMPASS Consultation Training Packet**

The consultation was held in the conference room at the school with Ethan's teacher, Ms. Hardin, and his mother, Ms. Jacobs. There seemed to be good rapport between the teacher and the parent as they shared information freely about personal events. All the information in the COMPASS Consultation Training Packet was discussed, including the purpose of the consultation, best practices, resources, and the iceberg illustration. Then the consultation quickly centered on Ethan. After the consultation, Ethan's mother commented to the consultant how helpful the session had been and that she hoped it would help with follow-through.

### **Step B. 2. Discuss COMPASS Consultation Joint Summary**

A review of Ethan's likes and preferences began the discussion. Ethan enjoyed swimming, swinging, music and playing the piano, horseback riding, writing numbers and letters, shopping, eating at restaurants, playing in the resistance tunnel at school, repeating what annoyed someone over and over, all kinds of movement, riding on the bus, Clifford, Walmart, basketball, riding the scooter, candy corn, marshmallows, and raisins.

His parents listed Ethan's strengths and abilities as being very happy and always smiling, making tremendous progress, enjoying being with people, teasing and being very playful, and being full of life with unlimited potential. His teachers wrote that once he had learned something, he had it; he learned routines and schedules quickly, was willing to try new things, was able to communicate wants and needs effectively, and was very likeable and very observant.

His teachers and parents had high agreement about Ethan's personal challenges. In the area of personal management, these included waiting, being quiet when required, listening, accepting "no," staying where he was supposed to stay, changing activities at school, and going places in the community.

His fears and frustrations were listed as dogs, hospitals and doctor's offices, Lowes and other places with high ceilings, loud and sudden noises, being physically restrained, being in confined spaces, and having to participate in required activities such as tornado drills. Ethan wanted to interact appropriately with peers, and he became frustrated when he was unable to do so. He liked to be in control and became upset when things changed. Not getting what he wanted and having to sit still and be quiet was frustrating for Ethan.

Communication concerns included not asking for help at school and instead demanding "I want \_\_\_\_\_." At home, he talked repeatedly about past events and expressed anxiety by indicating he did not want something by adding "No" in front of the word (e.g., "No store today"). When he was confused at school, he made whining noises and said "I want \_\_\_\_\_." Sometimes when he became angry, mad,

or frustrated, he escalated to pinching or pulling hair and saying, “Daddy says...” or “I want Daddy.” Also he sometimes said, “I want time out.”

Ethan showed his strongest social abilities at home with adults—his parents. They were the most predictable people for him. With his parents, he reportedly initiated social interactions, pointed at an object to direct their attention to share enjoyment, used greetings spontaneously (with children at home too), and took turns within familiar routines. At home, he also played games that were repetitive, imitated and expanded on actions with objects, and responded to another person’s approach by smiling or vocalizing (he also did this at school with adults). His strength with children at home, school, and other places was accepting them being close to him; he could also imitate what another person did with an object in a variety of contexts. He imitated sounds and body movements. He generally looked where a person was pointing, with the exception at home with children. Ethan was not able to maintain social interactions or consistently respond to or initiate interactions with others.

Ethan had numerous sensory-related events that were problems for him. He reacted to unexpected sounds, feared some noises, was distracted by noises, and made self-induced noises. He had trouble masking out sound and listening to what was said to him at school. At school, he was reported to be very distracted by sounds and noises. He sought out the microwave and mini-processor. Ethan had trouble with eye contact and following with his eyes. He enjoyed watching bright, moving objects and liked the computer.

At school, it was reported that he disliked having his eyes covered and could see objects far away. There were no concerns noted in the olfactory area. In the tactile area, it was reported that Ethan liked deep touching and hugs when he initiated them. He disliked the feel of certain clothing and at school refused to touch some gooey things. Ethan liked water and mouthed some things. He preferred being barefooted; at home, he liked rough and tumble play and being wrapped up, but he did not like to be physically restrained. He liked to touch necks, but he did not like to touch using the very tips of his fingers.

For taste, he has definite preferences in foods, and at school they reported that he disliked certain foods and textures and that he tasted and that he mouthed nonedibles. Ethan liked to run and move. He liked spinning, rocking, swinging, and bouncing. He paced the floor at home when nervous. His teachers reported he climbed and bumped into things and people. Ethan also had trouble with paper/pencil activities at school, using some tools, and was very distracted by things moving around him.

As the team reviewed the information in the COMPASS Challenges and Supports Joint Summary Form, the consultant clarified and made sure that everyone had a solid understanding of Ethan within the context of the COMPASS Model. The consultant emphasized it was necessary for all participants to understand Ethan’s personal challenges and environmental challenges so the team could work together to balance these with the personalized and needed supports. The team needed to

know about Ethan's personal supports in order to move forward to address the environmental supports/teaching plans to help him continue to make progress and be a competent learner. That his involved parents and his teachers worked together certainly was an environmental support for Ethan.

The consultant explained that Ethan's frustration and agitation—as evidenced by his repeated talking, which if unchecked often escalated into a whine and eventually led to misbehavior—was like the tip of the iceberg. Below the surface were his fears, frustrations, and concerns. When these underlying issues were not addressed adequately, Ethan's negative behavior could escalate and he was not able to process his parents' or teachers' explanations or reasoning.

### Step B. 3. Identify and Come to Consensus on Three Prioritized Objectives and Write Measurable Objectives

Following the discussion of the joint summary forms, the team discussed what three skills to target for coaching throughout the year. The consultant reminded the team to address skills that represented each of the core areas of autism—communication and social skills. These were both skill areas his parents and teachers felt needed to be addressed. The other area that emerged from much discussion was his ability to self-regulate or stay calm when confronted with his various frustrations and fears.

The agreed-upon objectives were as follows:

1. Communication: Ethan will give full-sentence answers when asked about his specific past experiences that day for three exchanges on three topics a day for 5 consecutive days.
2. Social/Communication: During a 10-min structured play activity with a peer, Ethan will make five appropriate comments. He will be able to do this during five consecutive activities during 1 week.
3. Personal Management/Adaptive Skills: Ethan will follow a relaxation routine with two verbal cues and visual cues and be able to continue in the current activity or setting without escalating behaviors (whining, yelling out) on five consecutive occasions when he is starting to be upset/anxious.

### Step B. 4. Develop COMPASS Teaching Plans for Each Measurable Objective

The teaching plans for each objective were written together during this consultation session with the knowledge that the objectives would be added to Ethan's IEP before the first coaching session and that the teaching plans would be reviewed and updated at each coaching session. The plans were viewed as a work in progress that the team approached collaboratively. Resources and examples were provided so the teacher felt competent in implementing the agreed-upon plans.

## Teaching Plan for Objective 1

Objective 1: Ethan will give full-sentence answers when asked about his specific past experiences that day for three exchanges on three topics a day for five consecutive days.

### *Personal and Environmental Challenges and Supports for Teaching Plan 1*

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#### *Personal challenges*

- Usually answers in one-word sentences
- Lacks spontaneous commenting
- Is unable to converse back and forth
- Lacks the words to say what he did

#### *Personal supports*

- Does a variety of activities
- Is beginning to read
- Likes numbers

#### *Environmental challenges*

- Is distracted by noises and objects in the environment

#### *Environmental supports*

- Has family that works to generalize and use skills
  - See teaching plan for specific supports and strategies to teach this skill
- 

### *Teaching Plan*

1. Refer to the Online Resources for Teachers in the forms section of Chap. 7, in particular the resources on communication interventions.
2. Develop conversational scripts that interest Ethan and that he can use to communicate about his day.
3. Expand scripts to home and school.
4. Develop a list of questions that he can be asked at home (about school) and at school (about home).
5. Develop a schedule of his daily and weekly activities to share with home that can be used to ask questions.
  - (a) Script might be “Did you like art today (or what did you do in art or other activities today)?”
  - (b) Scripts might include choices for Ethan to check off when answering the conversational partner.

For example,

- i. “I did like art.”
- ii. “I did not like art today.”

6. When he returns from the first grade, engage Ethan in a routine commenting about what he did to one of the assistants or his teacher. Let him know that he

will do this with Grandma, Mom, and Dad too. Also, practice with adults in the classroom before he leaves for the day.

7. Reinforce him with your enjoyment in sharing with him.

## Teaching Plan for Objective 2

Objective 2: During a 10-min structured play activity with a peer, Ethan will make five appropriate comments. He will be able to do this during five consecutive activities during 1 week.

### *Personal and Environmental Challenges and Supports for Teaching Plan 2*

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#### *Personal challenges*

- Seldom comments with peers now
- Often makes a one-word comment or uses a learned script now when commenting
- Watches peers more than being engaged with them

#### *Personal supports*

- Likes kids and watches them
- Seems to want to participate but doesn't know how
- Has similar interests to his peers
- Has good physical skills and interests such as basketball

#### *Environmental challenges*

- Is distracted by environmental noises and objects
- Has few sociable peers who will stick with him and learn a script

#### *Environmental supports*

- Has parent and teacher who communicate regularly with each other
  - See teaching plan for specific supports and strategies to teach this skill
- 

### *Teaching Plan*

1. Review to the Online Resources for Teachers in the forms section of Chap. 7, especially those on video modeling, social narrative, social interventions, peer-mediated instructions and interventions, and communication.
2. Select activities and peers who can participate on a regular basis.
3. Use a social story that includes talking to friends and the things they like to talk about.
4. Plan a script to teach the peer and Ethan.
5. Use visual cue cards with comments and teach Ethan to read the comment cards.
6. Demonstrate through a video tape or in real time video that demonstrates Ethan and the other children commenting during play.
7. Start with activities and a time frame that is comfortable for Ethan, then add to activities.

## Teaching Plan for Objective 3

Objective 3: Ethan will follow a relaxation routine with two verbal cues and visual cues and be able to continue in the current activity or setting without escalating behaviors (whining, yelling out) on five consecutive occasions when he is starting to be upset/anxious.

### *Personal and Environmental Challenges and Supports for Teaching Plan 3*

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#### *Personal challenges*

- Has anxiety about a number of things, i.e. being told no, being corrected, needing help, dogs, doctor's offices, being held down in tornado drill, Walmart, some areas with high ceilings, not understanding, being confused, changes in schedules, some elevators, not being able to do what he wants at times (run, use the microwave at home)

#### *Personal supports*

- Likes routines and easily learns to follow them
- Imitates well
- Responds to scripts and learns quickly
- Likes to count
- Is familiar with "count and blow"

#### *Environmental challenges*

- Has trouble to responding to directions given from others at school and home, especially at school
- Has difficulty with changes that occur at school and home
- Has to encounter dogs and other things that might bother him

- His parents who also work on this skill and continue to challenge him to expand his interests and address his fears
  - See teaching plan for specific supports and strategies to teach this skill
- 

### *Teaching Plan*

1. Review to the Online Resources for Teachers in the forms section of Chap. 7, especially those on social narratives, video modeling, differential reinforcement, relaxation/calming, and self-management.
2. Write a social story with Ethan about calming down.
3. Develop a routine that is based on his interests and strengths (counting and blowing) that is practiced daily.
4. Teach him to respond to the verbal cue "Calm down Ethan and count" and the visual cue (numbers that increase from 1 to 10) and include an adult model demonstrating the skill as he imitates that adult.
5. Practice the routine using the same cues (verbal and picture) several times a day in various settings when Ethan is calm.
6. Anytime Ethan starts to whine, use the calm down routine.



7. Develop a visual cue card or several cards that Ethan can carry with him and use during the routine. Later, this can become his cue card rather than the adult verbal cues.
8. Try taping Ethan using the calm down routine and showing the tape to him.
9. Consider whether a self-monitoring system might be used to remind him to stay calm and what to do if he needs to calm down.

### Goal Attainment Scale Form for Ethan

-2 Present level of performance	-1 Progress	0 Expected level of outcome (GOAL)	+1 Somewhat more than expected	+2 Much more than expected
Usually answers in one-word sentences. Not much spontaneous commenting or back-and-forth conversation. Doesn't have the words to say what he did in the past	Ethan shall give full-sentence answers when asked about his specific past experiences that day for 3 (1-2) exchange on 3 (1-2) topics a day for 5 (2) consecutive days	Ethan shall give full-sentence answers when asked about his specific past experiences that day for 3 exchanges on 3 topics a day for 5 consecutive days	Ethan shall give full-sentence answers independently when asked about his specific past experiences that day for 3 (4) exchanges on 3 (4) topics a day for 5 (7) consecutive days (with peers)	Ethan shall give full-sentence answers independently when asked about his specific past experiences that day for 3 (6) exchanges on 3 (6) topics a day for 5 (10) consecutive days (with peers)
Seldom comments with peers. Often makes a one-word comment or learned script. Watches peers more than is engaged with them	During a structured play activity with a peer, Ethan shall make 5 (2) appropriate comments. He will be able to do this during 5 (2) consecutive activities during 1 week	During a structured play activity with a peer, Ethan shall make 5 appropriate comments. He will be able to do this during 5 activities during 1 week	During a structured play activity with a peer, Ethan shall make 5 (7) appropriate comments. He will be able to do this during 5 (7) consecutive activities during 1 week	During a structured play activity with a peer, Ethan shall make 5 (10) appropriate comments. He will be able to do this during 5 (10) consecutive activities during 1 week

(continued)

(continued)

-2 Present level of performance	-1 Progress	0 Expected level of outcome (GOAL)	+1 Somewhat more than expected	+2 Much more than expected
<p>Anxious about many things (being told no, being corrected, needing help, dogs, doctors' offices, being held down in tornado drill, Walmart, some areas with high ceilings, changes in schedules, some elevators, not being able to do what he wants. Paces, hums, or says he wants to go home when upset. Does not use words to express when upset/anxious</p>	<p>Ethan shall follow a relaxation routine with 2 (3+) verbal cues and visual cues and be able to continue in the current activity or setting without escalating behaviors (whining, yelling out) on 5 (2) consecutive occasions when he is starting to be upset/anxious</p>	<p>Ethan shall follow a relaxation routine with 2 verbal cues and visual cues and be able to continue in the current activity or setting without escalating behaviors (whining, yelling out) on 5 consecutive occasions when he is starting to be upset/anxious</p>	<p>Ethan shall follow a relaxation routine with 2 (1) verbal cues and visual cues and be able to continue in the current activity or setting without escalating behaviors (whining, yelling out) on 5 (7) consecutive occasions when he is starting to be upset/anxious</p>	<p>Ethan shall follow a relaxation routine with 2 (0) verbal cues and visual cues and be able to continue in the current activity or setting without escalating behaviors (whining, yelling out) on 5 (10) consecutive occasions when he is starting to be upset / anxious</p>

### ***Coaching Session 1***

The session occurred 1 month following the consultation at Ethan’s school in the conference room with his teacher and mother present. His teacher provided an updated IEP with the new objectives included. The consultant and his mother viewed a videotape clip of Ethan performing each skill. Following each clip, a discussion took place using the Teacher Interview for Coaching Form. Efficient ways to keep data on each skill were also discussed. The GAS Form (see previous page) was reviewed with input from everyone, and Ethan’s performance at school and at home was rated.

### **Communication Skills**

For the communication objective of using complete sentences in answer to questions, Ms. Hardin had begun to use a task-analysis approach. The consultant observed her scripting the conversation for Ethan with fill-in-the-blank responses.

He read the sentence and wrote the appropriate response. He then referred to the written script to provide full-sentence answers to questions. He required several verbal and gestural cues to complete the task. Ms. Hardin is working on this skill with Ethan about four times a week. Mrs. Hardin sent the scripted paper home with Ethan so that he and his parents could practice at home and so that his parents were informed about what Ethan did at school. Ethan also had a home script that was completed and returned to school so that he could answer questions from his teacher about home. The team discussed whether or not the inclusion of visual supports be listed in his objective, and it was agreed that the expected level of outcome should include the use of visual supports to facilitate independence (no adult verbal cuing). Ethan's mother reported that he was using complete sentences more frequently with her. He received a GAS score of -1.

### **Social Skills**

For the social/communication objective of making appropriate comments during structured play, this skill was just beginning to be worked on and was instructed four times a week. The team brainstormed activities that would hold Ethan's interest and for which peers might be supportive. He received a GAS score of -1.5.

### **Personal Management/Adaptive Skills**

On the personal management objective of following a relaxation routine, Ethan's mother said that she had been experimenting with a routine at home and found that he did best using a card with numbers 1-10 on it as a reminder and then the verbal cues and model of "count and blow." It was agreed that because he could and would do this routine it would be used everywhere with the cue, "Ethan, count and blow." He received a GAS score of -1.5.

### **Summary Activities**

The time for the next coaching session was set for about 3 weeks after the winter holiday break. A summary of the coaching session was then sent to Ethan's teacher and his parents within a week. The GAS Form and changes in the teaching plan were included with the summary of the discussion.

### ***Coaching Session 2***

The second coaching session was held about 5 weeks after the first. Ethan's father and teacher were present. Since the first coaching session, there had been 2 weeks of holiday break and several snow days. In spite of these interruptions, Ethan continued to make progress. As before, the team reviewed the skills by observing Ethan via videotape.

## **Communication Skills**

On the communication objective of responding in full sentences, Ethan's teaching assistant was observed working with him on this skill during the instruction to help generalize his skills across people. Ethan answered questions readily using the script. His answers appeared well rehearsed and almost rote. It was not clear if he was listening to the question or what he might have done if a different question was asked. The objective was being worked on daily and data were being kept. The team discussed fading out some of the visual cues to encourage and challenge Ethan to think through his answers and listen more carefully to the questions. The consultant also talked about the need for his parents to share more information so that Ethan could better answer questions at school about home. His father said that Ethan was constantly asking to go to Walmart, and the consultant and teacher suggested putting Walmart on the calendar so that Ethan had a visual reference. He received a GAS score of 0.

## **Social Skills**

On the second goal of making comments during a play situation, Ethan was observed playing with a special friend from his general education class in the gym. She stood in front of him and said, "Don't forget to talk to me." It was clear that Ms. Hardin had discussed with his peer what Ethan was learning and how the peer could help. The gym was very loud and Ethan was not observed to make any comments. The consultant talked about expanding the activities, perhaps to board games that Ethan knows and likes, in a quiet room with less distraction, especially given that noises were an environmental challenge for him. The team also discussed that his peers may need more ideas of what to say to him so that he could model their comments. One of the issues discussed was having access to typical peers because there was great concern that they not be taken from academics, especially given all the missed days that had interfered with instructional time. The consultant suggested that with more practice and opportunity and use of written scripts, Ethan would learn the skill more quickly. He received a GAS score of -1.5.

## **Personal Management/Adaptive Skills**

Ethan's teacher reported that the third objective of following a relaxation routine and self-calming is going very well. It had become clear to his teacher that changes in Ethan's schedule or things that caused him confusion triggered anxiety. The consultant reminded his teacher of the importance of cueing Ethan early before he became visibly upset and to have him repeat the routine until he was calm. The cue "Ethan, count and blow" has been very effective according to his teacher and parent. The cue card worked well but had to be available and was not always with him. When Ethan was asked if he was calm and he almost always said, "Yes,"

then he was directed to complete the task on his schedule. His teacher revealed that she had not believed that Ethan could learn to use a relaxation routine to calm down, and she had been pleasantly surprised by his response. Initially, Ethan practiced the routine several times a day, even when he did not need it, so that the cues and the routine became automatic. The consultant reiterated to his teacher that when the skill became rote and automatic, Ethan would be able to perform it on cue when he was beginning to become anxious and upset. He received a GAS score of  $-0.5$ .

The time and date for the next coaching was set and the summary report was sent within a week to both the school and parents.

### ***Coaching Session 3***

The third coaching session was held a month after the second one, and there had been more snow days for the school. Ethan's mother and teacher were at this meeting; the team viewed a clip of Ethan performing each objective, discussed each objective in detail, and updated the teaching plan if necessary. Ms. Hardin had data for each objective as well.

#### **Communication Skills**

The consultant, teacher, and parent observed a video of Ethan answering "wh" questions asked from a peer. At the time of the third consultation, the communication objective of giving full sentences when asked a question about that day's past events was being instructed at least twice a day. Ms. Hardin suggested that they expand the teaching plan to include giving exchanges about home activities. His mother reported that Ethan consistently gave full-sentence responses, and she asked the consultant how to encourage him to give more eye contact during interactions. The group discussed how eye contact was a way to improve the quality of his interactions. Ms. Hardin said she would continue to use peers as well as adults for Ethan to practice full-sentence responses. She would encourage Ethan to ask questions by having possible questions written out for both Ethan and the peer. She would also encourage him to make more eye contact. Ms. Hardin reported that Ethan had spontaneously offered information when he came into school about dinner at Red Lobster. He was no longer using the visual scripts to provide full-sentence information. He received a GAS score of 1.

#### **Social Skills**

On the social/communication skill of making appropriate comments during an activity with a peer, the group observed on tape Ethan playing a memory game

with a classmate. Both were playing and concentrating but making few comments. Ms. Hardin reported that this skill is worked on twice a day and she is keeping data on the skill. The only change in the teaching plan was to seek out more activities that might be motivating to Ethan and the peers. The team also talked about using video clips to show Ethan and his peers how well they performed. Because Ethan liked to see himself on video, using clips could be a feedback and teaching tool for other skills as well. The consultant discussed the importance of Ethan seeing good examples of himself and others doing the skills. He received a GAS score of  $-1.5$ .

### **Personal Management/Adaptive Skills**

On the objective of following the relaxation routine, the team saw Ethan being cued once after he was excited about a toy and did not want to finish his work. He followed the relaxation routine when cued and was able to finish his work. His parent reported that Ethan was able to use the routine at home when cued. This skill was worked on about three times a week when he was getting anxious. The consultant recommended that the teacher and parent update the teaching plan—with Ethan’s input—to include a visual list of things that scared or upset Ethan so that he was more aware of when to use the relaxation routine. The consultant also discussed using a visual social story that showed Ethan that when he encountered those things, such as schedule changes or his sister crying, he should use his calming routine of “count and blow.” The group discussed cueing him with “What do you need to do?” to help him make the decision himself rather than rely on the direct cue. He received a GAS score of 1.

The final coaching session was set and the summary report was sent to Ethan’s parents and teacher.

### ***Coaching Session 4***

The fourth coaching session was held about 6 weeks following the third session. There was a 1-week vacation during that time. The consultant met with Ethan’s teacher, but his parents were not able to attend because the meeting date had to be changed at the teacher’s request. The same protocol was followed. The teacher showed video clips of each of the objectives that were reviewed with the GAS Form.

### **Communication Skills**

The communication skill of using full sentences was worked on about four times a day and Ms. Harden was keeping data. The teaching assistants and peers as well as his teacher worked with Ethan on this skill, and his parents worked on this at home.

Ms. Hardin said that Ethan was responding very well, but that she would like Ethan to begin to initiate questions and comments as well. The consultant and the teacher talked about ways to help him initiate conversation by having topics of interest to him and peers who were responsive. He received a GAS score of 2.

### **Social Skills**

On the second skill of making comments during activities, Ethan was observed in the video clip conversing with another student. Ethan required several verbal cues by adults to remember to comment. It appeared to the consultant that Ethan needed more visual cues such as a list of comments and more modeling from adults and peers. He seemed to not be aware of what to do and was often too engrossed with the activity to remember to comment. The consultant and the teacher also talked about a reinforcement system for both Ethan and the peer such as getting stars that could be exchanged for something of value. The teacher reported that the videotape modeling had not yet been tried. This skill was worked on about twice a day. Ethan received a GAS score of -1.

### **Personal Management/Adaptive Skills**

By the fourth consultation, Ethan needed only one verbal cue for the personal management skill of using a relaxation routine. He was beginning to self-cue spontaneously, saying “Ethan’s okay” and not having to go through the routine. He was using this technique about once a week as needed. The teaching plans were updated to include the personal and environmental challenges and personal and environmental supports. He received a GAS score of +2.

### ***Final Evaluation***

The final evaluation was done about 6 weeks later. The GAS scores at this time were obtained from direct observation and discussion of data kept. Videotape was made of the observations to allow for the objectives to be reviewed by others. Scores were as follows: Communication +2; Social/Communication +1, Personal Management +2 (Fig. 9.2).

### **Consultant Comments**

The consultant made some observations concerning issues that came up during the consultation. One issue was skill maintenance. The consultant had to continually keep in mind that when a student is making great progress as Ethan did on two of

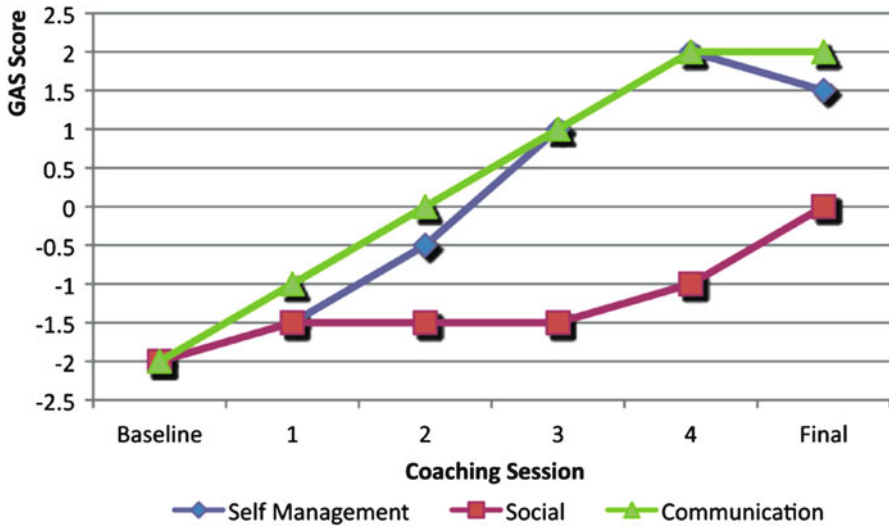


Fig. 9.2 Ethan’s GAS scores by coaching session

the skills, a plan is made to ensure maintenance of the skill as well as generalization of the skill and independent performance of the skill so that supports are not eliminated and the skill not maintained. When assessing the skill, the consultant needs to ensure that the teacher provides the supports that are required for success. The amount of time that the skill is practiced and the number of people it is practiced with can make a significant difference in skill attainment. Ethan practiced the two skills more and more often and daily across people over the course of the school year. Some of the problems with the social/communication objective was finding sociable peers with whom to practice regularly and having Ethan and the peer understand what the goal was. More peer training and feedback may have helped and more modeling for Ethan via video clip, social stories, and/or watching peers may have been useful. It also may have helped for the consultant to have modeled peer training and interaction directly. Nevertheless, Ethan exceeded all three of his objectives by the end of the school year.

### Case Study 3: Gary

Gary’s case study is a shortened description. It begins at Step B. 3. of the COMPASS Consultation Action Plan. Also included are suggested actions to take before reading the teaching plans. Following each suggested action are some possible responses. The reader should review Chap. 3 and be familiar with evidence-based practices and the information provided by the recommended websites.



## ***Background Information***

Gary was a 7-year-old Caucasian boy who was diagnosed with autism at the age of 3 years. He attended an elementary school in a rural area of a southern state. At the time of the COMPASS coaching, Gary was a second grader who spent most of his day in general education and the rest of his day in a resource room for additional support. Gary received early intervention services and had special education services since kindergarten. He received speech and language and occupational therapy services at school. Gary was being treated with Zoloft for anxiety.

Gary's parents were divorced. He lived with his mother and two sisters, an 11-year old and a 5-year old. He saw his father on a regular basis. His father worked as an assembly worker and his mother was a childcare worker.

## **Information from Direct Evaluation**

A standardized assessment of Gary's cognitive, language, adaptive, and behavior skills was conducted. Gary received a standard score of 87 for cognitive and problem-solving skills based on the Differential Abilities Scale (DAS). This score fell within the low average range. Gary also had a significant discrepancy between verbal problem-solving and nonverbal problem-solving skills on the DAS. He received a nonverbal general conceptual ability score of 113 and a verbal general conceptual ability score of 54. He received a standard score of 43 on the Oral and Written Language Scales, and a standard score of 65 for adaptive behavior skill composite based on teacher report using the Vineland Adaptive Behavior Scale. Overall, these results indicated that in addition to autism, Gary had significant weakness in verbal problem-solving and communication skills, but also significant strength in nonverbal problem-solving abilities. His adaptive behavior skills were also relatively low and discrepant from his nonverbal intelligence. His teacher completed the Behavioral Assessment Scale for Children, and a T score of 67 was calculated for externalizing behaviors, indicating slightly elevated scores. Lastly, he received a score of 36 from the Childhood Autism Rating Scale, indicating mild/moderate autism.

### **Step B. 3. Identify and Come to Consensus on Three Prioritized Objectives and Write Measurable Objectives**

Three objectives for Gary were agreed upon and written together during the consultation. The objectives were added to his IEP following the consultation. The teaching plans were developed and viewed as continually emerging and changing as his teachers learned more about teaching strategies that worked best with Gary and what environmental supports he needed to succeed. The challenges and supports were taken directly from the discussion of the COMPASS Challenges and Supports

Joint Summary Form completed by his teacher and mother prior to the consultation, as well as from the information obtained from the assessment of Gary's skills completed by the consultant.

## Teaching Plan for Objective 1

Objective 1: Gary will engage in conversational turn-taking through four turns (back and forth as one turn) with a peer or small group of peers and in a structured group, staying on topic with visual prompts 4–5 opportunities in a 1-week period.

### *Personal and Environmental Challenges and Supports for Teaching Plan 1*

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#### *Personal challenges*

- Has low communication skills
- Is unable to answer most “wh” questions
- Has a large gap between his communication abilities and his nonverbal cognitive abilities, which causes him some frustration at times
- Is occasionally in his “own world” and uses his own scripts
- Is not that interested in what peers are doing at times
- Lacks social eye contact

#### *Environmental challenges*

- Has many environmental distractions (verbal, actions, visual)
- Lacks persistent, sociable peers who can entice Gary to communicate with them

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#### *Personal supports*

- Likes computers, games, and age-appropriate TV shows
- Has sisters at home who encourage his interactions
- Reads
- Learns scripts easily
- Likes seeing himself on videotape
- Is motivated to interact
- Has preferences in peers
- Has emerging social skills

#### *Environmental supports*

- Has a team working for him
  - See teaching plan for specific supports and strategies to teach this skill
- 

**Suggested Action:** Before reading through the plan, consider what methods and materials you would use to teach this skill to Gary. Hint: Refer to Chap. 3 and review the websites on evidence-based practices.

#### **Possible Responses**

How would you teach Gary what a conversation means? Does he have the concept of going back and forth on a topic, what a topic is, what listening is and how it looks, or what to say during a conversation?

1. Consider whether to begin with an adult, and then consider how to provide training and support to peer(s).
2. Consider what visuals to use in teaching Gary.
3. Consider how often this can be practiced. The more often, the more likely Gary is to learn the skill.
4. Consider consulting with the speech and language therapist and online materials for teaching conversation skills to students with autism.

### ***Teaching Plan***

1. Review to the Online Resources for Teachers in the forms section of Chap. 7, especially those on social narratives, video modeling, social interventions, and communication interventions.
2. Use a social story to explain conversations and turn-taking on a topic and why it is important (see Resources for Teachers provided in the forms section of Chap. 7 on how to write a social story).
3. Use a visual chart to teach Gary what a conversation is. There might be topics to choose from, then written comments on one side and questions on another. Experiment to find what works best for Gary to understand and participate.
4. Practice with an adult on choosing a topic, commenting about the topic, and asking questions about the topic. In the beginning, use topics of interest and that he chooses.
5. Show Gary a video of two people having a conversation on a topic of interest to him. Tape Gary having a conversation and staying on topic, and review it with Gary.
6. Expand topics and comments by using visuals.
7. Start with a peer who has been trained, is motivated, and will follow instructions. Use the visuals/scripts with Gary and the peer.
8. Gradually include other peers, one at a time, then a small group. Ensure success with each step.
9. Reinforce Gary with appropriate recognition and incentives and reinforce peers.
10. Practice this at least once a day, two if at all possible, during structured and unstructured activities.
11. Share information with the speech language pathologist and expand activities into sessions.
12. Keep data on progress.

### **Teaching Plan for Objective 2**

Objective 2: Gary will engage in six different turn-taking activities initiated by a peer for 10 minutes with peer prompts only, with each activity reaching criteria four times.

## ***Personal and Environmental Challenges and Supports for Teaching Plan 2***

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### *Personal challenges*

- Tends to “be in his world” with emerging interest in what other kids are doing
- Has problems keeping focused
- Has low amount of direct imitation of others
- Has low motivation to imitate what others are doing
- Has problems understanding activities without structure of a clear beginning and end of turn-taking

### *Personal supports*

- Has many interests that are shared by same age peers (e.g., cars)
- Has solid abilities that allow him to do academics in the general education classroom.
- Reads, does math, is interested in the computer

### *Environmental challenges*

- Has distractions from competing environmental stimuli
- Has limited materials, games, and objects that he is motivated to engage in with others and that are structured with clear beginning and ending
- Has limited time and few motivated peers

### *Environmental supports*

- Has a team that is collaborating on his behalf
  - See teaching plan for specific supports and strategies to teach this skill
- 

Suggested Action: Consider what strategies to use to teach this skill before looking ahead at the teaching plan that was developed. Remember that teaching plans evolve and change as the skill is taught. Getting input from the school team and from parents and keeping everyone up-to-date are important when plans are adjusted.

## ***Teaching Plan***

1. Review to the Online Resources for Teachers in the forms section of Chap. 7, in particular those on social interventions, peer-mediated instruction and intervention, and social skills groups.
2. Select peers and explain the role of a social coach to peer(s). Practice with peer(s).
3. Provide visual supports such as cue card saying “Your turn.”
4. Introduce one game at a time and start with games that Gary knows, such as Connect Four or Candyland. Computer games and building/construction activities are other possibilities.
5. Teach Gary the rules of other games before expecting Gary to play the games with a peer.
6. Provide daily practice in a structured lesson.
7. Develop a data system for monitoring progress.

## Teaching Plan for Objective 3

Objective 3: Gary will begin and complete familiar work tasks with visual cues and no adult beside him in 4 out of 5 opportunities for 2 weeks.

### *Personal and Environmental Challenges and Supports for Teaching Plan 3*

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#### *Personal challenges*

- Is used to adult cues and presence in general education class
- Is reluctant to try something he perceives as lengthy or difficult and assesses this visually and quickly
- Does not ask for help but may ask a question
- Verbalizes to himself
- Lacks confidence to work independently and seeks reassurance when working

#### *Personal supports*

- Abilities such as reading, math, fine motor
- Likes adult praise
- Likes to please
- Is a visual learner
- Can reinforce himself/self-monitor

#### *Environmental challenges*

- Has distractions around him, competing stimuli
- Has tasks that are not familiar or appear too difficult

#### *Environmental supports*

- Has a team that is collaborating on his behalf
  - See teaching plan for specific supports and strategies to teach this skill
- 

Suggested Action: Consider what strategies might work best to help Gary learn this skill. What supports does he need to become competent for this objective?

### *Teaching Plan*

1. Review the Online Resources for Teachers in the forms section of Chap. 7: social narratives, structured work systems, visual support, and self-management.
2. Introduce a social story about working by yourself.
3. Have independent, structured work time in an area without a lot of distraction.
4. Start with a task that Gary can do easily to assure success. Make sure there is a clear definition of beginning and ending.
5. Reward starting and completing—not how the work is done—at first.
6. Consider adding a cue card for “I need help” after he understands start and finish so that he knows he can get help and not just stop working.
7. Eventually introduce self-monitoring.
8. Add more than one task when he fully understands and decide on a reinforcement plan.
9. Use visuals to show him his progress and his rewards. For rewards, consider a choice board that is visual and that allows Gary to choose the order of his work tasks.
10. Develop a data-tracking system.

### *Coaching Session 1*

The first session took place about 5 weeks after the consultation with the consultant and Gary’s teacher, Ms. Smith. His mother was unable to attend coaching sessions because she could not miss work. Gary’s coaching sessions were completed online via Adobe Connect Pro software technology with his teacher at her school and the consultant and support technician at another site. Although this example is based on Adobe software for videoconferencing, it would have been possible to use a web camera with video software such as Skype so that the participants could see each other during the consultation. The only disadvantage with a software program such as Skype is that it does not allow simultaneous viewing of videos and forms. A disadvantage of the Adobe software is that many schools may not have access to it. Thus, an alternative is sending videos of the student–teacher instruction of the objectives on DVDs to the consultant prior to the session or via email.

To observe Gary’s current level of performance, his teacher, Ms. Smith, made short videotapes of Gary performing his skills a few days before the coaching date and sent an email to the technician who converted the downloaded footage so that the footage could be viewed using the Adobe Connect program during the coaching session. Written material, such as the GAS Form (replicated on the following page), and teaching plans were shared on screen. Alternately, the forms could have been scanned or emailed to the teacher to download and observe during the consultation if another software program was used that did not allow simultaneous viewing.

### *Goal Attainment Scale Form for Gary*

-2 Present level of performance	-1 Progress	0 Expected level of outcome (GOAL)	+1 Somewhat more than expected	+2 Much more than expected
Has low communication skills and difficulty answering most “wh” questions. Lacks understanding of social skills related to taking turns. Has a conversational script that may relate to his own interests. Not interested in what peers are doing?	Gary will engage in conversational turn-taking through 4 (2) turns (back and forth as 1 turn) with peer(s) or adults and in a structured group, staying on topic with visual prompts 4 of 5 opportunities in a 1-week period	Gary will engage in conversational turn-taking through 4 turns (back and forth as 1 turn) with peer(s) and in a structured group, staying on topic with visual prompts 4 of 5 opportunities in a 1-week period	Gary will engage in conversational turn-taking through 4 (6) turns (back and forth as 1 turn) with peer(s) and in a structured group, staying on topic with visual prompts 4 of 5 opportunities in a 1-week period	Gary will engage in conversational turn-taking through 4 (8) turns (back and forth as 1 turn) with peer(s) and in a structured (or unstructured) group, staying on topic with visual prompts 4 of 5 opportunities in a 1-week period

(continued)

(continued)

-2 Present level of performance	-1 Progress	0 Expected level of outcome (GOAL)	+1 Somewhat more than expected	+2 Much more than expected
Lacks interest in what other kids are doing; keeping focused on an activity is a challenge; does not directly imitate others; has low motivation to imitate or do what other kids are doing	Gary will engage in 6 (3) different turn-taking activities initiated by a peer for 10 (5) minutes with peer prompts only—each activity reaching criteria four times—at least twice a week	Gary will engage in 6 different turn-taking activities initiated by a peer for 10 min with peer prompts only— each activity reaching criteria four times—at least twice a week	Gary will engage in 6 (9) different turn-taking activities initiated by a peer and (make one appropriate comment) for 10 min with peer prompts only—each activity reaching criteria four (6) times—at least twice a week	Gary will engage in 6 (12) different turn-taking activities initiated by a peer and (make at least 2 appropriate comments) for 10 min with peer prompts only—each activity reaching criteria four (8) times—at least twice a week
Is used to adult cues; is reluctant to try things perceived as lengthy or difficult; does not ask for help; has low motivation to complete work tasks	Gary will begin and (or) complete 1 familiar work task during morning work with visual cues and no adult beside him 4 (2) of 5 days for 2 weeks	Gary will begin and complete 1 familiar work task during morning work with visual cues and no adult beside him 4 of 5 days for 2 weeks	Gary will begin and complete 1 (2) familiar work task during morning work (general education) with visual cues and no adult beside him 4 of 5 days for 2 weeks	Gary will begin and complete 1 (3) familiar work task during morning work (general education and resource) with visual cues and no adult beside him 4 of 5 days for 2 weeks

Gary’s teacher began the conversation with a discussion about the taping. She reported that she liked being able to tape Gary in his natural setting and view his progress. She also indicated that she intended to use the videotapes for various purposes—to be shared with his mother to show how Gary was progressing and how a skill was being taught, to be shared with other staff members to review teaching methods and monitor progress, and to be shown to Gary (when they were good examples of him doing the skill well) for both reinforcement and review.

The GAS Form, which was developed prior to the first coaching session, was discussed and revised as needed so that Ms. Smith’s input and understanding were part of the document. The consultant explained to Gary’s teacher that the GAS Form is a tool that helps evaluating learning progress. If progress is not being made, the consultant and teacher must work together to identify what supports need to be changed or added, if more intensity is needed, whether the skill needs to be taught

more frequently, what personal or environmental challenges might be interfering with goal attainment, and what personal or environmental supports are not being utilized effectively. After each coaching session, a summary was written and sent to Gary's teacher and mother.

A summary of each of the three objectives is provided below. The observation information, teacher discussion, and GAS rating listed for each objective are described.

### ***Communication Skills***

The consultant observed a video clip of Gary having a conversational exchange with Ms. Smith. He was making significant progress with an adult and beginning to better understand how to participate in a conversation. Staying on topic was still a bit difficult for Gary. The consultant suggested ideas that included using a color-coding system for questions and comments that relate to a certain topic; practicing scripts that might be used during a game; using a card to introduce a topic, i.e., "What I had for lunch?"; and a strategy to teach understanding of "topic." The consultant recommended that Gary be given 3X5 inch cards, with some relating to the topic and some not. Gary could be instructed to read the ones that were on topic, which would aid him in learning how to stay on topic. For example, when asked "What did you eat for lunch?" one response might be "I like Candyland." Another might be "I had pepperoni pizza for lunch"; another, "I like to play outside"; and yet another, "I drank chocolate milk." This skill was worked on daily with Ms. Smith, but she had not begun to keep data yet. Gary received a GAS rating of -1 because he is making progress on this skill.

### ***Social Skills***

The videotaped observation showed Gary playing Candyland with a peer. Ms. Smith was giving some verbal cues to help keep the turn-taking going, but the boys were involved and attending. Gary's teacher reported that she worked with Gary on this skill once or twice weekly, but had not begun recording data. The GAS form was scored -1 as some progress was being made. The consultant and the teacher talked about other possible activities that could be used taking turns, and Ms. Smith thought that computer access during reading time could be another activity that would work well.

### ***Learning Skills***

Starting and completing familiar tasks were observed, and Gary had made significant progress with visual cues. Ms. Smith said she wanted to expand this to other



times of the day rather than during Gary's morning work and that she wanted Gary to learn to ask for help as well. The consultant and the teacher talked about creating a cue card that might have written words and a picture illustrating "Raise my hand for help" or "If I need help, I raise my hand and wait quietly for the teacher." A GAS rating of 0, or expected level of outcome, was achieved.

## ***Coaching Session 2***

This coaching session was completed about 6 weeks from the last session. There was a 2-week holiday and some snow days between the first and second sessions. Like the first session, this meeting occurred over the internet. His teacher was in attendance.

### **Communication Skills**

By the second coaching session, Gary was starting to demonstrate ability to stay on topic. He used a color-coded visual cue sheet with comments he could make on the topic on one side and the questions he could ask on the other side. He responded well to the materials. He demonstrated staying on the topic and smiled throughout the activity. He had more difficulty asking a question than making a comment, which he was able to do spontaneously. He had some difficulty with eye contact when he asked a question and was instead looking back to the written question to make sure he was saying it correctly. His teacher encouraged eye contact as he learned this skill. Ms. Smith reported that in the morning of the second coaching session, the speech therapist talked with Gary about the community outing he was going on that day. Gary stayed on topic through at least four exchanges with her, and she pointed out to him how well he had done. His therapist was working on this skill also. Ms. Smith has also added a comic strip showing a conversation on a topic to Gary. She felt that he now understood the concept of having a conversation and that a peer who could converse could be added and adult cues faded. He was with peers during speech language therapy. The consultant and the teacher also talked about showing Gary the videotapes of him participating in conversations so he could know how well he was doing and what it looked like. Videotape reviewing would provide both reinforcement and rehearsal for Gary. Examples of other visual supports were also shared. This skill was being worked on more than once a day, as the speech therapist had become involved. Although Gary was making progress, on the GAS Form Gary scored -1.5, as he required many verbal cues from his teacher. However, he demonstrated an understanding of the concept of conversation. The consultant discussed ways to keep data that would be meaningful and not too cumbersome.

## **Social Skills**

Gary was observed during a turn-taking activity with a peer on the computer. Ms. Smith had to give lots of direction and prompting in the beginning because Gary was entering the wrong answer on purpose so he could hear the computer buzz when it indicated an error response. The boys were sitting side by side and sliding the computer back and forth. The consultant and Ms. Smith talked about how to make the interaction more conducive to taking turns. They discussed that the boys should sit across from each other, rather than side-by-side, and encouraged to give eye contact as they acknowledged the change of turns. The teacher reported that Gary also played Candyland and memory games to work on this skill with his general education teacher, resource room teacher, and teaching assistants. Overall, he was making good progress. On the GAS Form, Gary skills were rated at the 0 level or expected level of outcome. Data were now being kept on this skill by his teacher.

## **Learning Skills**

The observation showed Gary reading a book independently. He became engaged in sounding out words and exaggerating the sounds from the words as they would sound if read from a computer. He likes to hear sounds from a computer program even when he knows the word because this is a personal interest. He completed the task and seemed pleased with himself. During the observation, adults walked right by him, and he ignored them and completed his work. This skill is worked on three times a day with his teacher, teaching assistants, and speech therapist. He is working without constant adult cues and doing well. Data are being kept on this skill. The consultant and Ms. Smith talked about introducing the “Help” card in the second grade class because he does not ask for help there and may just sit and wait to be approached. On the GAS form, Gary achieved a +1, as he is now performing the skill in various places and at various times of the day.

## ***Coaching Session 3***

This coaching session was completed about 4 weeks after the last session. There were several snow days that interrupted schedules and routines.

## **Communication Skills**

In a video clip, Gary was observed discussing a field trip of going bowling and eating out. Gary answered several questions and remained on topic. At one point, he got a bit silly and said he rode in a roller coaster, but when Ms. Smith asked the

question again he answered appropriately. Ms. Smith was pleased with the progress. She had not worked on this skill more than once or twice since the last coaching due to weather and schedule changes. She said she would like to expand this skill so that Gary would ask questions back to the conversation partner. The consultant and Ms. Smith talked about developing some scripts, and Ms. Smith thought that a peer and Gary reading from a script might be a way to start with a peer. The teacher agreed to work on this at least once a day when school resumed a normal schedule. Ms. Smith was keeping data on this skill. The GAS Form was rated at -1 level. The teaching plan was updated to demonstrate the strategies that have been and are currently being used.

### **Social Skills**

Gary was playing a memory game with a peer in the observation. There were many pieces on the table, and it was a long game that lasted more than 10 min. Gary was observed to not only let the peer know when it was his turn, but also he stated when he had a match. He also became excited when his peer made a match. Ms. Smith remarked how nice it was to see him involved with the peer so completely and enjoying the game and his peer. This skill was being worked on daily and data were being kept. Ms. Smith, teaching assistants, and peers worked on this skill with Gary. Ms. Smith said she planned to expand the activities and felt that Gary was making tremendous progress on different turn-taking activities with peers. Ms. Smith was not currently using the “my turn/your turn” card, and Gary was prompting his peers without a cue. The consultant suggested that additional comments he might be taught to make could be, “Great job, you did it, I did it, etc.” These might need cue cards at first. On the GAS Form, Gary was at the +1 level consistently. This is more than the expected level and clearly shows how much progress he is making.

### **Learning Skills**

During the observation, Gary was working on a math worksheet about regrouping. He often asked for reassurance by getting Ms. Smith’s attention by saying out loud the mathematical computation, e.g., “One plus one, plus one” to indicate whether he was providing the correct calculation. When he would complete the activity, he would smile and sometimes say, “Ms. Smith, I did it.” On a few occasions he raised his hand even though he knew the answer. Ms. Smith indicated that this was a less familiar activity, and that when he did it the next day, he completed the activity without any attempts to seek reassurance from the teacher. This skill was worked on a couple of times a day and data were being kept. While observing the video, Ms. Smith said that Gary did indeed need the “I need help” card and that would help him when he was unsure. He raised his hand, even when he knew the answer. The consultant and the teacher talked about the idea of using a card that said, “I raise my hand when I need help and wait quietly for my teacher.” After discussion and talking about the data, Ms. Smith said she felt he was at the +1 level overall. The observation,

however, revealed that Gary needed more cues on a less familiar task, and the consultant rated him at a -1.

The consultant reminded his teacher that Gary was doing remarkably well, considering the number of snow days and that very little time has passed since the last coaching session. The consultant encouraged Ms. Smith to keep with the teaching plans and the intensity and generalization of the skills. When Gary had more opportunity for learning and he practiced across people and settings, he learned skills well.

### ***Coaching Session 4***

This session was held about 6 weeks after the third coaching. Between coaching sessions, there had been a 1-week holiday break and one additional snow day. Compared to the last session, there was much more consistency and time for instruction. The teacher and consultant attended the session.

#### **Communication**

In the provided video clip, Gary was observed conversing with a peer. He had a script that he used to ask questions, and the peer had a script to answer questions and ask new questions. The script questions were based on spring break activities and were appropriate and relevant to the students. Gary often did not look at the peer when asking a question, but was prompted by Ms. Smith one time and immediately looked up. He was quite able to converse with adults because adults bore the burden of maintaining the conversation. His strength was responding, but initiating questions using scripting was helping him be more independent. This skill was worked on about four times a day and data were being kept. Ms. Smith provided samples of recent data sheets to the consultant. Ms. Smith, the teaching assistants, and the peers were working on this skill with Gary. The teaching plan was updated. Ms. Smith indicated that she would continue to introduce scripts and would work with this with his peers in regular second grade. On the GAS Form, Gary was rated a 0 and had achieved the expected level on this skill. He also received a 0 for the past couple of weeks from his teacher, meaning that he met this IEP goal.

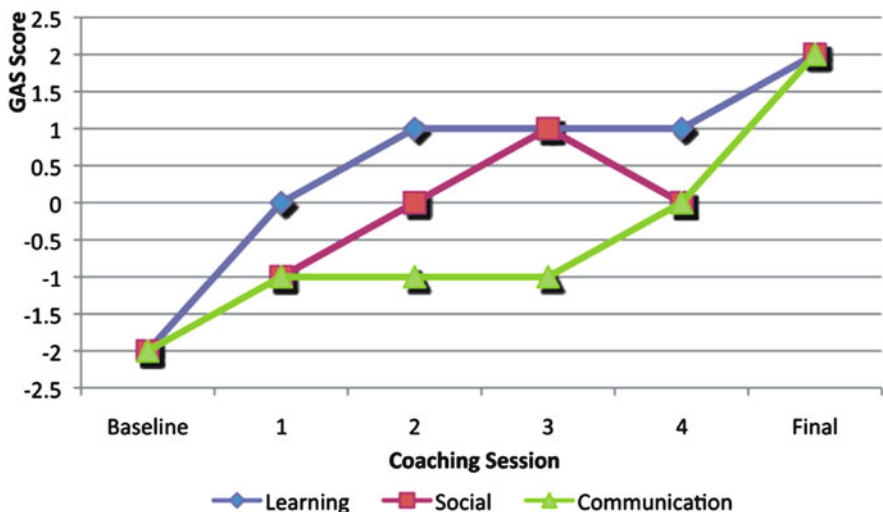
#### **Social Skills**

For the objective of engaging in six different turn-taking activities initiated by a peer, the consultant observed Gary playing with a peer during a game that required each one to take a turn and spell words. Gary needed much verbal assistance to complete the activity. This was an unfamiliar task and the turn-taking activity appeared to be too open-ended. It required him to take a turn and generate a word, then spell it. It was clear that coming up with a novel word was difficult for Gary.

Although his teacher wanted to expand his ability to engage in more complicated turn-taking activities that were naturalistic and representative of what his peers in second grade would be doing, she realized that Gary needed a more structured and familiar activity to continue with this objective as it was written and for him to be successful and feel competent. During the observation, he required verbal cues and help from Ms. Smith. With familiar tasks, however, he is able to play well with a peer. He needed structure and familiarity to be a turn-taker at this point. This skill was worked on three to four times a day and data were being kept on this skill. Ms. Smith said Gary was consistently at the 0 level on the GAS Form. The consultant did not rate the observation because he was not engaged in a structured, familiar activity. Ms. Smith said that she would tape him during a familiar turn-taking activity and send it to consultant for rating.

### Learning Skills

During the recorded observation, Gary was cutting shamrocks out of paper in the resource room. He did this activity completely independently and was very proud of his work. When he had finished, he picked them up and showed his work to his teacher. He repeated the praise his teacher said to him several times. A social story has been introduced, but the help card had not been used consistently. Parts of the teaching plan that were important were practicing work time in areas without much distraction, starting with work tasks he could easily do to ensure success and rewarding his starting and completing of work tasks. This skill was worked on about three times a day and data were being kept. It was worked on by everyone in all settings. On the GAS Form, Gary was observed to be at the +1 level by the consultant, and Ms. Smith reported that the +1 level is where he is consistently functioning. Gary exceeded expectations for this goal.



## ***Summary***

Ms. Smith was a creative, dedicated teacher who was responsive to the coaching, well prepared, and fully committed to increasing Gary's competency. She kept good data, analyzed the tapes, shared with her staff, and was consistent and positive. Gary responded to all the good teaching. The consultant suggested that at his next IEP, skills could be expanded based on the information collected by his teacher. It also became evident that progress was associated with increasing the number of times and the number of people working on the skill with Gary. The increased time focused on the skills helped Gary learn and retain the skills. However, it is equally clear that Gary needed time to become familiar with a new game, task, or activity before he could be expected to be independent. Gary continued to be followed after the last coaching session (number 4) and at that point was once again videotaped doing the activities and his progress was rated using GAS, which is shown as the final observation on figure of his progress on the objectives over the school year.

## **Conclusion**

In conclusion, the three case studies illustrate both the shared areas of learning common to all students with autism and the unique features that each student and their teacher brings to the learning situation. Although the personal and environmental strengths and challenges for each student were unique, each plan incorporated the use of evidence-based practices for students with autism, ongoing progress monitoring and data collection, and creative problem-solving from the team. A challenge observed throughout the consultations was immediate implementation of all teaching plans and reliable use of data collection. As more research is done in schools, with teachers and students in real classrooms, more answers will be available on effective ways to support teachers and improve educational outcomes for students with autism. Our work demonstrated that COMPASS consultation is effective for improving educational outcomes of students with autism spectrum disorder.