

COMPASS: A CAREGIVER-TEACHER PARTNERSHIP MODEL FOR ALIGNING HOME AND SCHOOL SUPPORT



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Autism varies across children

Teachers may feel underprepared

Research strategies not always used daily

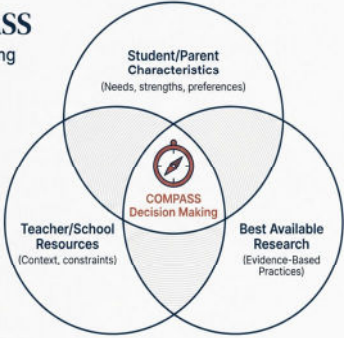
Brings parents and teachers into alignment

WHY COMPASS MATTERS

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Introducing COMPASS
Collaborative Model for Promoting Competence and Success

COMPASS is not a scripted curriculum. It is a decision-making framework based on Implementation Science and Evidence-Based Practice in Psychology (EBPP), moving away from "one size fits all" to personalized planning.



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COMPASS IS AUTISM SPECIFIC

- Research-supported practices in Autism (EBP-informed intervention plans)
- Teaching plans are specific to autism and the personalized needs of the student
- Profile assessment is specific to autism
- Teaching strategies are linked to goals and the child's personal/environmental challenges and supports

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▶ Student/child success = Supports > Challenges

▶ Challenges: social cues, communication

▶ Supports: visual schedules, strengths

Common autistic strengths

BALANCING CHALLENGES AND SUPPORTS

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The Mechanism of Action: Consultation & Coaching

Unlike standard workshops, COMPASS provides ongoing performance feedback and modeling.

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    graph LR
      A[Initial Consultation] --> B[IEP Update]
      B --> C[Coaching Cycle]
  
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Initial Consultation
3 Hours
Shared decision-making with Parent, Teacher, & Student
Prioritize 3 goals (Social, Communication, Independence).
COMPASS Profile

IEP Update
Goals formally written into the Individualized Education Program.

Coaching Cycle
4 Sessions (Every 5-6 weeks)
Observation, feedback, problem-solving, and progress monitoring.

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- ▶ Parents, teachers, consultant share information with COMPASS Profile (compassforautism.org)
- ▶ Identify barriers and supports
- ▶ Focus on home and school environments

STEP A: UNDERSTANDING THE CHILD

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HOW DOES PROGRAM QUALITY AND PHILOSOPHY GET COMMUNICATED TO THE TEAM IN COMPASS?




Balancing Challenges and Supports

Focus on Pivotal Social Emotional Learning Goals

Understanding that what we see is only the tip of the iceberg

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- ▶ Communication
- ▶ Social skills
- ▶ Independence/learning
- ▶ Goals are specific and measurable

Parents + teacher + consultant share information

Identify:

- What works at home and school
- Barriers (e.g., noise, unclear expectations)
- Supports (e.g., visuals, routines)

STEP B: DEVELOP PERSONALIZED GOALS

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TEACHING PLAN TEMPLATE IN THE COMPASS CONSULTATION REPORT

The image shows a 'Communication Goal' form. At the top, there are two horizontal lines for the goal description. Below this, there are two columns: 'Personal Challenges' and 'Personal Supports'. Each column has three rows with a small square icon in the first column. A red box highlights these two columns. Below the columns, there are sections for 'When Working with this', 'Teaching Plan', and 'Any Other Notes'. At the bottom, there are fields for 'Start/Stop Teaching Session', 'Materials', and 'Date written'. A note at the very bottom says 'Place for Modifications, Self-Direction, and Generalization'.

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EXAMPLE OF ENVIRONMENTAL CHALLENGES & SUPPORTS

CHALLENGES

- ▶ Activities that move quickly (circle time)
- ▶ Activities that lack structure
- ▶ People who do not understand autism
- ▶ Noisy environments

SUPPORTS

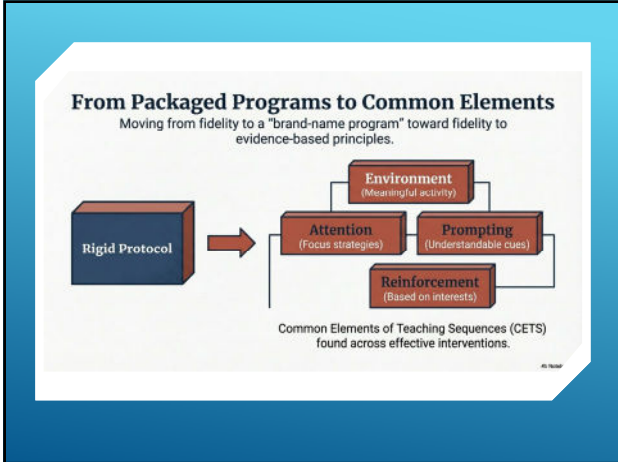
- ▶ People who can interpret behavior from the viewpoint of the autistic child
- ▶ People who understand how the environment needs to be adapted to promote learning and engagement

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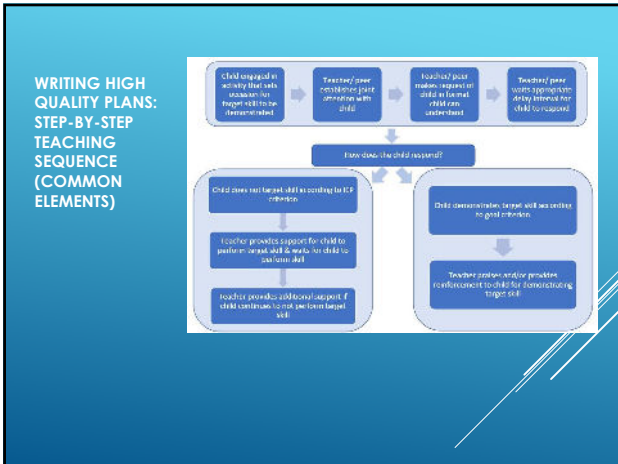
INTERVENTION PLAN

The image shows an 'Intervention Plan' form, which is identical in layout to the 'Communication Goal' form shown in slide 13. It features a 'Communication Goal' section at the top, followed by 'Personal Challenges' and 'Personal Supports' columns highlighted with a red box. Below these are sections for 'When Working with this', 'Teaching Plan', and 'Any Other Notes'. At the bottom, there are fields for 'Start/Stop Teaching Session', 'Materials', and 'Date written'. A note at the very bottom says 'Place for Modifications, Self-Direction, and Generalization'.

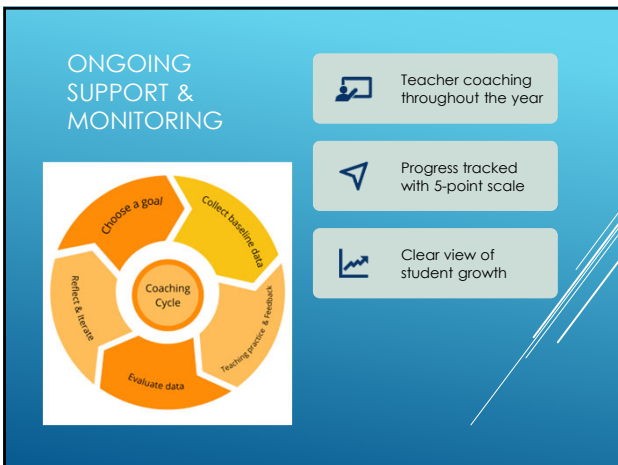
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COACHING SESSIONS

-2	-1	0	+1	+2
Baseline	Progress	Goal	More than Expected	Much More than Expected

- About 4-6 weeks following the planning session
- 1. Teachers provide video implementing the intervention plans for review with the coach
- 2. The child's goal attainment is obtained using Goal Attainment Scaling
- 3. Adherence to the intervention plans is collected
- 4. The coach and teacher problem solve areas of challenge and update the intervention plans

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Measuring What Matters: PET-GAS

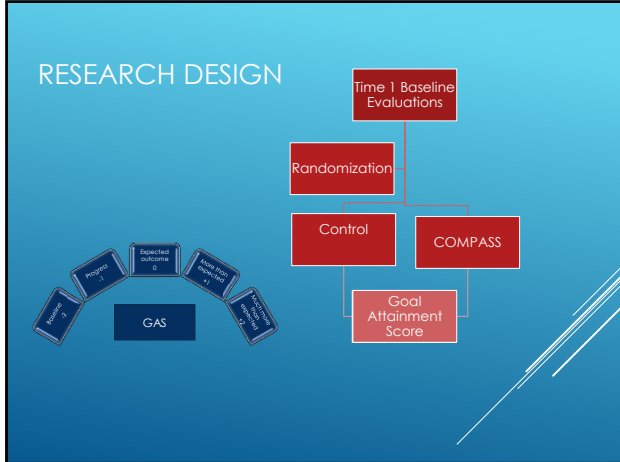
Psychometrically Equivalence Tested Goal Attainment Scaling

Standardized tests often miss small but functionally critical gains. GAS uses an individualized 5-point scale developed for each student's specific IEP goals.

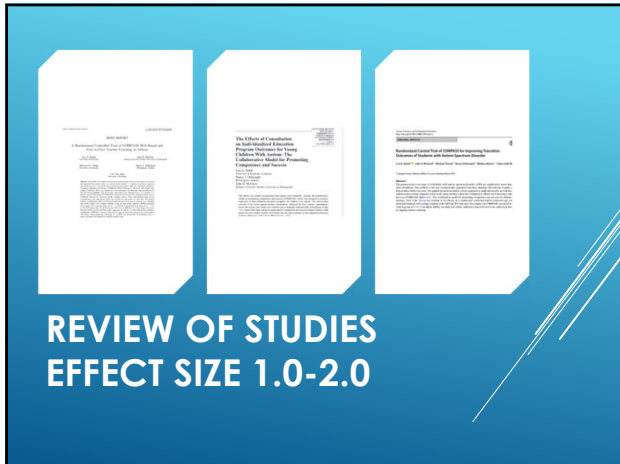
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COMPASS EFFECTIVENESS

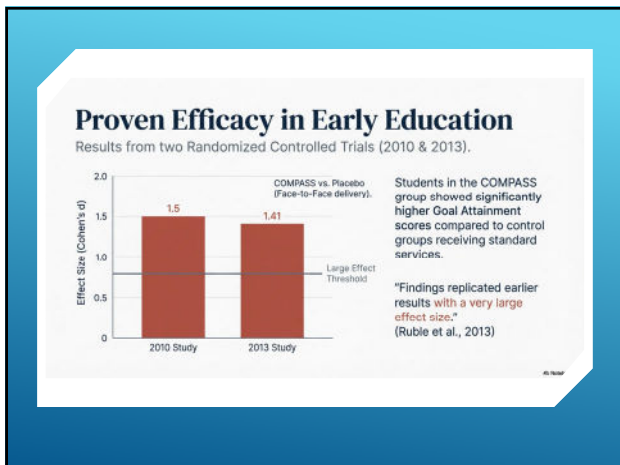
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Scaling Access via Technology

Can web-based coaching replace face-to-face visits to reach rural districts?

Face-to-Face Coaching
Effect Size $d = 1.41$

Web-Based Coaching
Effect Size $d = 1.12$

No Statistical Difference

Conclusion: Videoconferencing is a viable, scalable solution for resource-poor districts, offering promise for bridging the research-to-practice gap.

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Adapting for Transition-Age Youth (2018)

Addressing the "services cliff" after high school (Ages 17-20).

$d = 2.1$
Effect Size (Extremely Large)

Students Meeting or Exceeding Goals

- 27% of COMPASS students achieved a +2 rating (Much more than expected) vs. <1% of controls.
- Focus shifts to employment, independent living, and community access.

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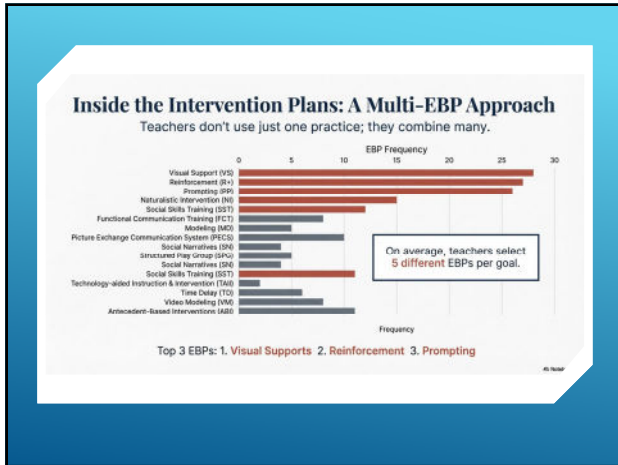
The Critical Role of Coaching Dosage

Does the training stick? Teacher adherence improves over time.

Takeaway: At least 4 coaching sessions are recommended to solidify instructional changes.

Adherence is lowest at Session 1. Improvement requires practice and feedback.

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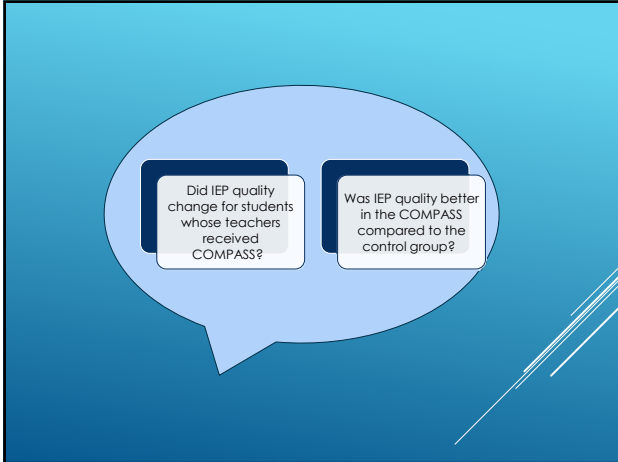


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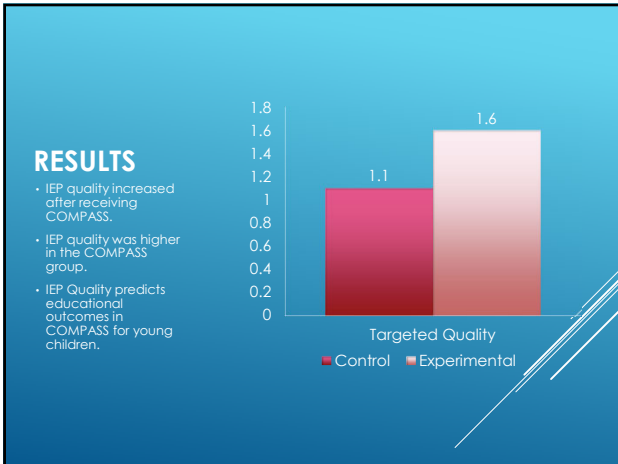
IEP QUALITY

NRC Indicators
Includes goals/objectives for social skills to improve involvement in school and family activities.
Includes goals/objectives for expressive, receptive, and non-verbal communication skills.
Includes goals/objectives for organizational skills and other behaviors that underlie success in a general education classroom (independently completing a task, following instructions, asking for help, etc.).
IDEA Indicators
This objective is able to be measured in behavioral terms.
The conditions under which the behavior is to occur is provided i.e., when, where, with whom.
The criterion for goal acquisition is described i.e., rate, frequency, percentage, latency, duration as well as a timeline for goal attainment is described specifically for objective.

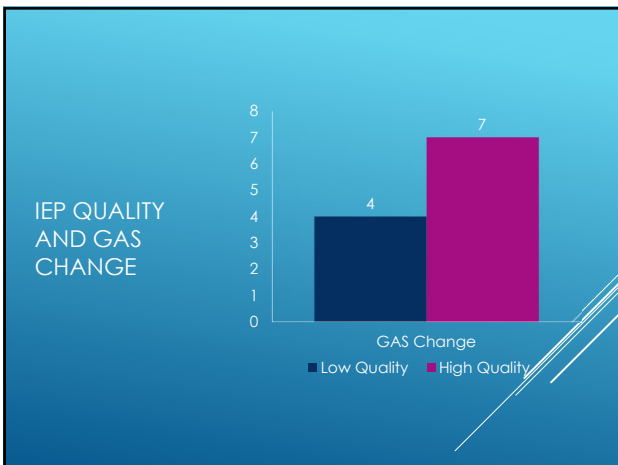
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WHY DOES IEP QUALITY PREDICT GOAL ATTAINMENT CHANGE?

- Helps establish clarity in teacher goal-directed behaviors.
- The more that goals are clearly defined, well-specified, and time-limited, the better the stage is set for task performance.
- For goals to be obtained, feedback toward progress is essential (Locke & Latham, 2002).
- Increase sense of self-efficacy (Love et al., 2019)

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DO COMMON ELEMENTS IMPACT OUTCOMES & ENGAGEMENT?

	Common Elements (CETS)		Autism Engagement Rating Scale (AERS)	
	Coaching 1	Coaching 4	Coaching 1	Coaching 4
Autism Engagement Rating Scale (AERS)	.69**	.61*		
Student Goal Attainment Outcomes (PET-GAS)	.56**	.61**	.26	.47*

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WRITING HIGH QUALITY PLANS: STEP-BY-STEP TEACHING SEQUENCE (COMMON ELEMENTS)


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WHY COMPASS HELPS

- **Teachers:** more confidence, less stress
- **Parents:** feel heard and supported
- **Students:** better outcomes
- **Team:** stronger partnership

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THANK YOU!

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