

COMPASS Related Manuscripts

1. Rodgers, A. D., Dale, B. A., & Ruble, L. A. (2025). Hybrid Telehealth Adaptation of COMPASS for Hope: Parent-Mediated Outcomes in Autism. *Behavioral Sciences*, 15(11), 1561
2. Humboldt, J., Zoder-Martell, K., & Ruble, L., (2025). Parent, child, teacher, and school factors associated with IEP quality of students with autism. *Journal of Applied School Psychology*. Manuscript in press..
3. Rubenstein, L., Nsiah, E., Xiong, Q., Love, A., Morehouse, N., & Ruble, L. (2025). Transition Planning for Autistic Students: Building Effective Teams Through Role Recognition, Communication, and Trust *Intellectual and Developmental Disabilities*. Manuscript in press.
4. Dale, B. A., Ogle, L. N., Ruble, L. A., & Azad, G. F. (2025). Dyadic mechanisms of effect in home–school consultation: Evidence from two school-based consultation models. *School Psychology International*, 0(0). <https://doi.org/10.1177/01430343241283025>
5. Ruble, L., McGrew, J., Rispoli, K., Toland, M. D., & Pinkman, K. (2025). Caregiver and teacher alliance and COMPASS: Relationship matters. *School Mental Health*, 12(2), 400-409.
6. da Rocha, E. P., Ferreira-Vasques, A. T., Ruble, L., & Lamônica, D. A. C. (2025). Transcultural adaptation of the collaborative model for promoting competence and success for students with autism spectrum disorder (COMPASS). *International Journal of Disability, Development and Education*, 72(1), 167-176.
7. Ogle, L. N., Garman-McClaine, B. A., & Ruble, L. A. (2024). Intervention plan quality matters: Using COMPASS to collaboratively develop student-centered, evidence-based intervention plans using an EBPP approach. *Journal of Educational and Psychological Consultation*, 1-25. (paper currently being considered as paper of the year).
8. Ogle, L. N., Ruble, L. A., Toland, M. D., & McGrew, J. H. (2024). Type and dosage of performance feedback following COMPASS consultation on teacher and student outcomes. *Remedial and Special Education*, 45(1), 30-43.
9. Ruble, L., McGrew, JL., Johnson, L., & Pinkman, K. (2023). Matching autism interventions to goals with planned adaptations using COMPASS. *Remedial and Special Education*, 44 (5), 365-380.
10. Ruble, L., Love, A., McGrew, J., Yue, Y., Fischer, M., & Salyers, M. (2023). Stakeholder perspectives of adaptations of a burnout intervention for special education teachers. *Psychology in the Schools*, 60(10), 3673-3693.
11. Ruble, L., Ogle, L., & McGrew, J., (2023). Practice makes proficient: Evaluation of implementation fidelity following COMPASS consultation training. *Psychology in the Schools*, 60 (3), 743-760.
12. Findley, J. & Ruble, L., & McGrew, (2022). Individualized education program quality of transition age students with autism. *Research in Autism Spectrum Disorder*, 91, 101900
13. Dale, B. A., Rispoli, K., & Ruble, L. A. (2022). Social Emotional Learning in Young Children with Autism Spectrum Disorder. *Perspectives on Early Childhood Psychology and Education*, 6(2), 12.
14. Ruble, L., McGrew, J., Dale, B., & Yee, M. (2021). Goal Attainment Scaling: An idiographic measure sensitive to parent and teacher report of IEP goal outcome assessment for students with ASD. *Journal of*

15. Dahiya, A. V., Ruble, L., Kuravackel, G., & Scarpa, A. (2021). Efficacy of a telehealth parent training intervention for children with autism spectrum disorder: Rural versus urban areas. *Evidence-Based Practice in Child and Adolescent Mental Health*, 7(1), 41-55.
16. Ruble, L. A., Love, A. M., Wong, V. W., Grisham-Brown, J. L., & McGrew, J. H. (2020). Implementation fidelity and common elements of high quality teaching sequences for students with autism spectrum disorder in COMPASS. *Research in Autism Spectrum Disorders*, 71, 101493.
17. Snell-Rood, C., Ruble, L., Kleinert, H., McGrew, J., Adams, M., Rodgers, A., Yu, Y., Wong, W. & Odom, J. (2020). Stakeholder Perspectives on Transition Planning, Implementation, and Outcomes for Students with Autism Spectrum Disorder. *Autism*. 24(5), 1164-1176.1362361319894827.
18. Ruble, L., McGrew, J. H., Snell-Rood, C., Adams, M., & Kleinert, H. (2019). Adapting COMPASS for youth with ASD to improve transition outcomes using implementation science. *School Psychology*, 34(2), 187-200.
19. Love, A., Findley, J., & Ruble, L. & McGrew, J. (2019). Teacher Self-Efficacy for Teaching Students with Autism Spectrum Disorder: Associations with Stress, Teacher Engagement, and Student IEP Outcomes Following COMPASS Consultation. *Focus on Autism and Other Developmental Disabilities*, 35(1), 47-54.
20. Ruble, L., McGrew, J., Wong, V., Adams, M., & Yu, Y. (2019). A Preliminary Study of Parent Activation, Parent-Teacher Alliance, Transition Planning Quality, and IEP and Postsecondary Goal Attainment of Students with ASD. *Journal of Autism and Developmental Disorders*, 49, 3231-3243.
21. Ruble, L. A., McGrew, J. H., Toland, M., Dalrymple, N., Adams, M., & Snell-Rood, C. (2018). Randomized Control Trial of COMPASS for Improving Transition Outcomes of Students with Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*, 48(10), 3586-3595.
22. Kuravackel, G. M., Ruble, L. A., Reese, R. J., Ables, A. P., Rodgers, A. D., & Toland, M. D. (2018). COMPASS for Hope: Evaluating the Effectiveness of a Parent Training and Support Program for Children with ASD. *Journal of autism and developmental disorders*, 48(2), 404-416.
23. Ruble, L. A., McGrew, J. H., Wong, W. H., & Missall, K. N. (2018). Special Education Teachers' Perceptions and Intentions Toward Data Collection. *Journal of Early Intervention*, 40(2), 177–191.
24. Wong, V., Ruble, L. A., McGrew, J. H., & Yu, Y. (2018). An empirical study of multidimensional fidelity of COMPASS consultation. *School Psychology Quarterly*, 33(2), 251-263
25. Wong, V. W., Ruble, L. A., Yu, Y., & McGrew, J. H. (2017). Too Stressed to Teach? Teaching Quality, Student Engagement, and IEP Outcomes. *Exceptional Children*, 83(4), 412-427.
26. Krakovich, T. M., McGrew, J. H., Yu, Y., & Ruble, L. A. (2016). Stress in Parents of Children with Autism Spectrum Disorder: An Exploration of Demands and Resources. *Journal of Autism and Developmental Disorders*, 46(6), 2042-2053.
27. Ruble, L., McGrew, J., & Toland, M. (2013). Mechanisms of change in COMPASS consultation. *Journal of Early Intervention*, 35(4), 378-396.
28. Ruble, L., & McGrew, J. H. (2013). Teacher and child predictors of achieving IEP goals of children with Autism. *Journal of Autism and Developmental Disorders*, 43(12), 2748-2763. doi: 10.1007/s10803-013-

29. Ruble, L. A., McGrew, J. H., Toland, M. D., Dalrymple, N. J., & Jung, L. A. (2013). A randomized controlled trial of COMPASS web-based and face-to-face teacher coaching in autism. *Journal of Consulting and Clinical Psychology*, 81(3), 566-572. doi:10.1037/a0032003
30. Ruble, L., McGrew, J., & Toland, M. (2012). Goal attainment scaling as outcome measurement for randomized controlled trials. *Journal of Autism and Developmental Disorders*, 42 (9), 1974-1983.
31. Ruble, L., Birdwhistell, J., Toland, M., & McGrew, J. (2011). Analysis of parent, teacher, and consultant speech exchanges and educational outcomes of students with autism during COMPASS consultation. *Journal of Educational and Psychological Consultation*, 21 (4), 259-283.
32. Ruble, L., Dalrymple, N., & McGrew, J. (2010). The effects of consultation on Individualized Education Program outcomes for young children with autism: The Collaborative Model for Promoting Competence and Success. *Journal of Early Intervention*, 32(4), 286-301.
33. Ruble, L., Dalrymple, N., McGrew, J., & Jung, L. (2010). Examining the Quality of IEPs for Young Children with Autism. *Journal of Autism and Developmental Disorders*, 40, 1459-1470.
34. Ruble, L., & Mathai, G. (2010). COMPASS: Finding direction for individuals with autism spectrum disorders. *International Public Health Journal*, 2(1), 51-66.