A RANDOMIZED CONTROLLED TRIAL OF COMPASS FOR TRANSITION YOUTH

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Collaborative Model for Promoting Competence and Success

- Builds from clinical decision making based on collaboration, mutual respect, and support
  - Authentic assessment of parent/teacher priorities and concerns
  - Teacher and Family/student-centered approach
  - Support for parent-teacher alliance
  - Links to important quality of life outcomes
- Outcomes based monitoring
- Performance feedback & problem solving
  - Teaching plan changes if child is not responding
  - Ongoing and proactive
Consultation

Consultation has a “multiplier effect”
Consultation as Implementation Strategy

Implementation Practice

Teacher/ clinician/ caregiver

Instructional Quality

Practice Outcome

Child

Child Educational Outcomes

COMPASS for Young Children

**Initial Consultation**
- a. Review evidence based programs and COMPASS philosophy
- b. Identify personal / environmental challenges & supports
  - c. Identify goals/ make measureable
  - d. Develop teaching plans

2.5 – 3 hrs

**Coaching Sessions**
- a. Review videotape of implementation of teaching plans
- b. Record progress
- c. Adapt teaching plans if necessary

1 hr X 4

< than 10 hrs

Update IEP
Focus groups (n = 10)
40 participants (individuals with ASD; parents; policymakers; school providers; adult service providers)

General questions:
1. What are the critical elements of good IEP transition planning and what are the barriers?
2. What are the critical elements of a good transition intervention and the barriers?
3. How will we know if transition planning has been successful (what intervention outcomes should we expect)?

## Themes

| 1. Navigator/Coordinator |
| 2. Continuum of Autism |
| 3. Employment |
| 4. Educational Outcomes & Practical Skills |
| 5. Transition |
| 6. Key Services |
| 7. Vocational Rehabilitation (VR) |
| 8. Public Benefits |
| 9. Timing |
| 10. Key Players |
| 11. Student, Parent, and Family |
| 12. Communication |
| 13. Specific Training on ASD |
| 14. Goal Setting |
| 15. Monitoring & Assessment |

## Adaptations

- 1. Altered Assessment
- 2. Altered Handouts
- 3. Altered Consultation
- 4. Redefined Key Players
Adapting COMPASS for Transition Planning and Implementation

Consolidated Framework for Implementation Research (CFIR)  
(Damschroder, et al., 2009)

<table>
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<tr>
<th>Characteristics of Intervention</th>
<th>Settings: Outer &amp; Inner</th>
<th>Characteristics of Individuals</th>
<th>Implementation Process</th>
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<th>Characteristics of the intervention</th>
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<td><strong>Theme</strong></td>
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| Navigator/ Coordinator | A person (or layperson) who navigates and educates the professional, parent, or individual with ASD through different services and options. | Facilitate navigation through expanded consultant role; provide information on adult services | Altered handouts:  
Top 10 List  
Transition Process Resource Guide |
RCT Consort Diagram

Assessed for eligibility (n=150)

Enrollment

Randomized (n=20)

Excluded (n=130)
Failed inclusion criteria (n=40)
- No student w/Autism (n=36)
- Retiring (n=1)
- Teacher moving (n=1)
- Student moving (n=1)
- Not classroom teacher (n=1)
Non-responsive (n=67)
Refused to participate (n=12)
- Time concern (7)
- No reason given (n=5)
Other reasons (n=11)
- Unsure (n=1)
- No parent response (n=2)
- Parent declined – no reason given (n=3)
- Parent time concern (n=2)
- Parent reports plan in place –did not want to interrupt plan (n=3)

Allocation

Control Group
Allocated to intervention (n=9)
Received allocated intervention (n=9)
Did not receive intervention (n=0)

Consultation Group
Allocated to intervention (n=11)
Received allocated intervention (n=11)
Did not receive intervention (n=0)
Participant Description

• Teachers
  • Case manager (oversaw IEP)
  • Number of years teaching = 12.3 years
  • Number of students with autism taught = 35

• Students
  • Had IEP with Autism as eligibility category
  • Diagnosis confirmed by ADOS
  • Mean age = 18.2 years
  • Number of experimental group students who attended consultation: 7

• Classroom Placement
  • >80% in General Ed: 8
  • 40-80% in General Ed: 4
  • <40% in General Ed: 8
COMPASS for Transition Youth

Complete adapted COMPASS profile
Assessed need for information on services
Provided information

**Initial Consultation**
- a. Review evidence based programs and COMPASS philosophy
- b. Identify personal / environmental challenges & supports
- c. Identify goals/ make measurable
- d. Develop teaching plans

**Coaching Sessions**
- a. Review videotape of implementation of teaching plans
- b. Record progress
- c. Adapt teaching plans if necessary

**Discuss post-secondary goals**
2.5 – 3 hrs

**IEP goals linked to post-secondary goals**

**Parent goals for post-secondary outcomes**

**Update IEP**

**Student involvement as much as possible**

**Videotape, work samples, data**

**Review Parent Progress toward Post-Secondary Goals**
1 x 4 hrs
Year 1 (n=7)  
Goal Attainment Outcomes

Independent Observer Yr 1 GAS Outcomes

- N = 4 (COMPASS)
- N = 3 (Control)

IEP Goal Met as Written
Year 2 (n=7) Goal Attainment Outcomes

Mean GAS

Coaching 1
Coaching 2
Coaching 3
Coaching 4

IEP Goal Met as Written
Preliminary Key Observations

1. Teacher of record (case manager) may not actually teach the student (or know the student)
2. Student involvement as much as possible
   • They are key when attending general education for most classes
   • Students in general education rarely had time with the special education teacher
3. Parent involvement critical
4. Personalized teaching plans
5. Clearly articulated plans for post-school outcomes
   • Barrier of getting vocational rehabilitation at the table
   • Parent / caregivers are critical in achievement of post-secondary goals
6. Teacher and Student: Performance-based feedback
   • Measurable goals
   • Clear teaching plans
7. Teacher and Student: Outcomes-based feedback
   • Data collection (video, work samples, self-monitoring data)
   • Goal attainment scaling
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