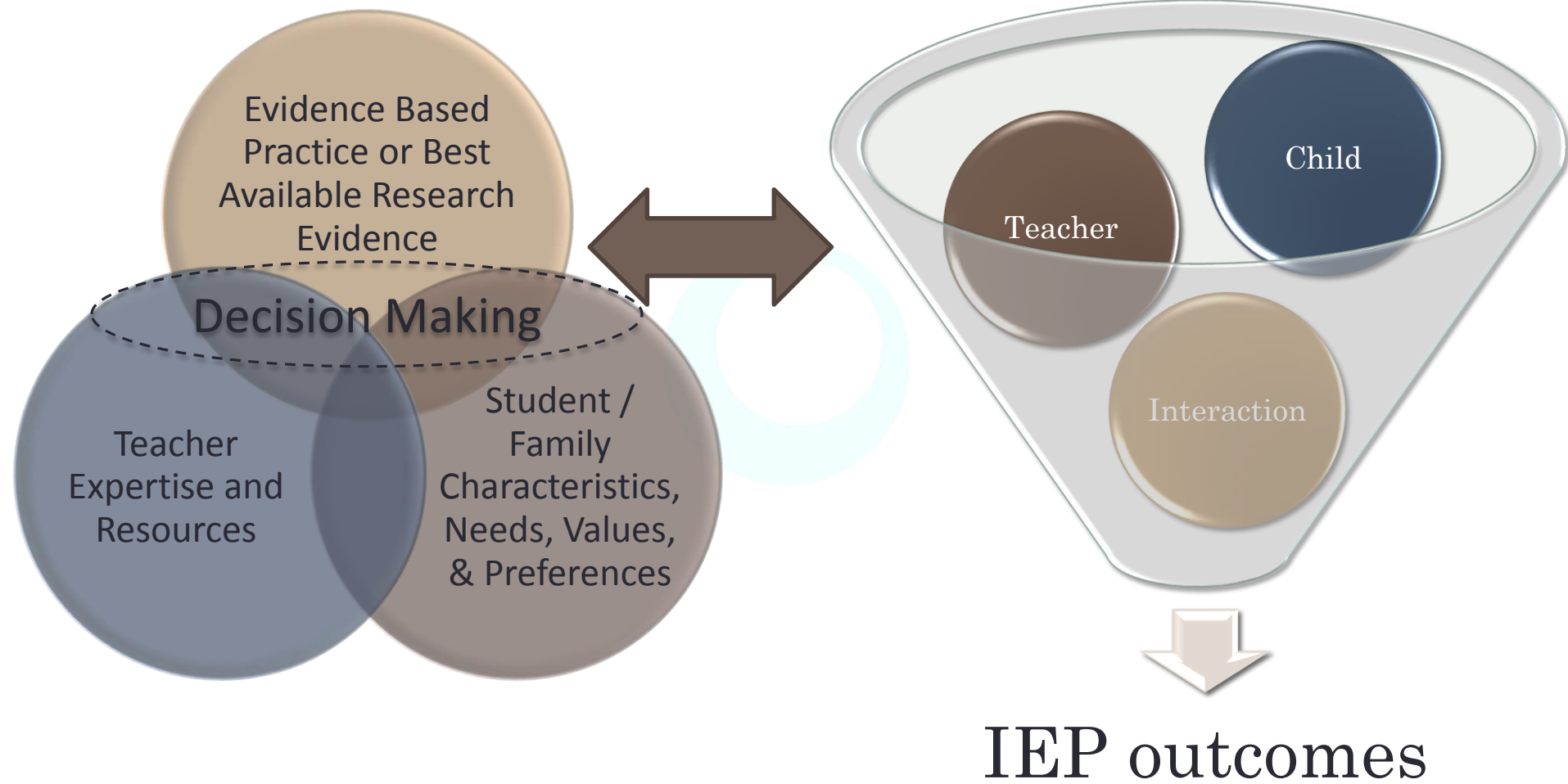


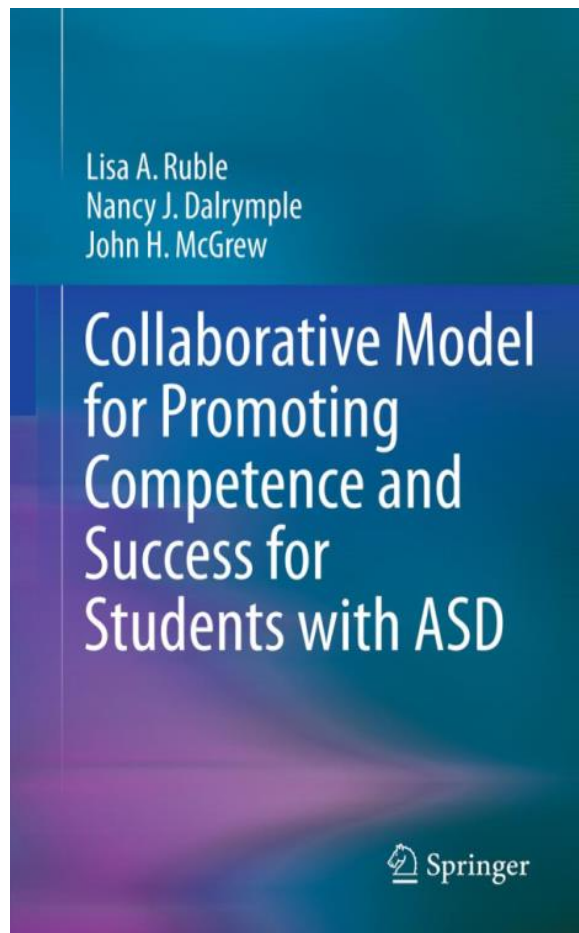
A RANDOMIZED CONTROLLED TRIAL OF COMPASS FOR TRANSITION YOUTH

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McGrew, J., Ruble, L., & Smith, I. (2016). Autism Spectrum Disorder and Evidence-Based Practice in Psychology. *Clinical Psychology: Science and Practice*, 23(3), 239-255.

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”

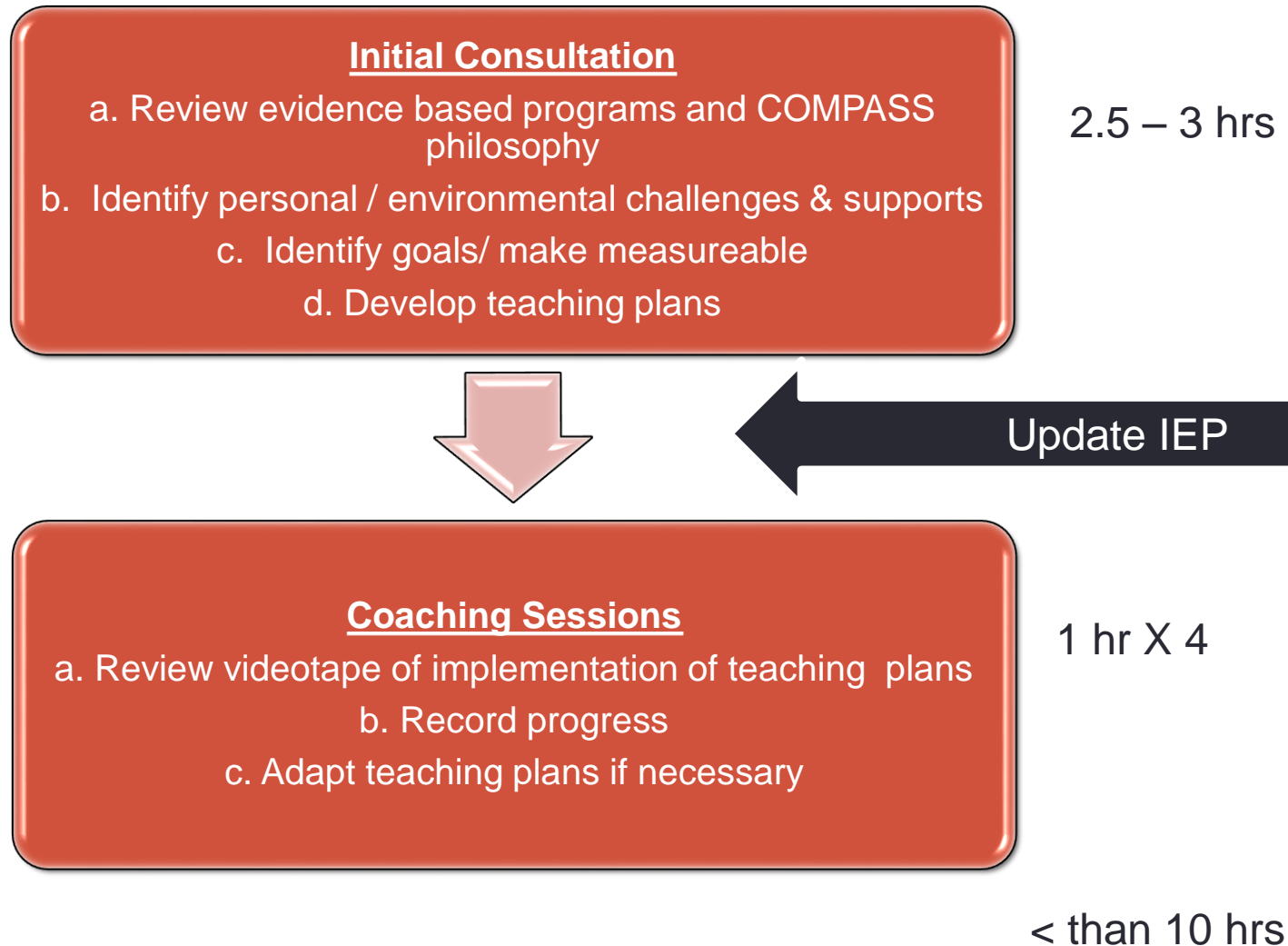


Consultation as Implementation Strategy



Dunst, C. J., Trivette, C. M., & Raab, M. (2013). An implementation science framework for conceptualizing and operationalizing fidelity in early childhood intervention studies. *Journal of Early Intervention, 35*, 85-101

COMPASS for Young Children



COMPASS Adaptation – Mixed Methods

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)?

Snell-Rood, C., et al., (2017). Stakeholder Perspectives on Transition Planning, Implementation, and Outcomes for Students with Autism Spectrum Disorder. Manuscript submitted.

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

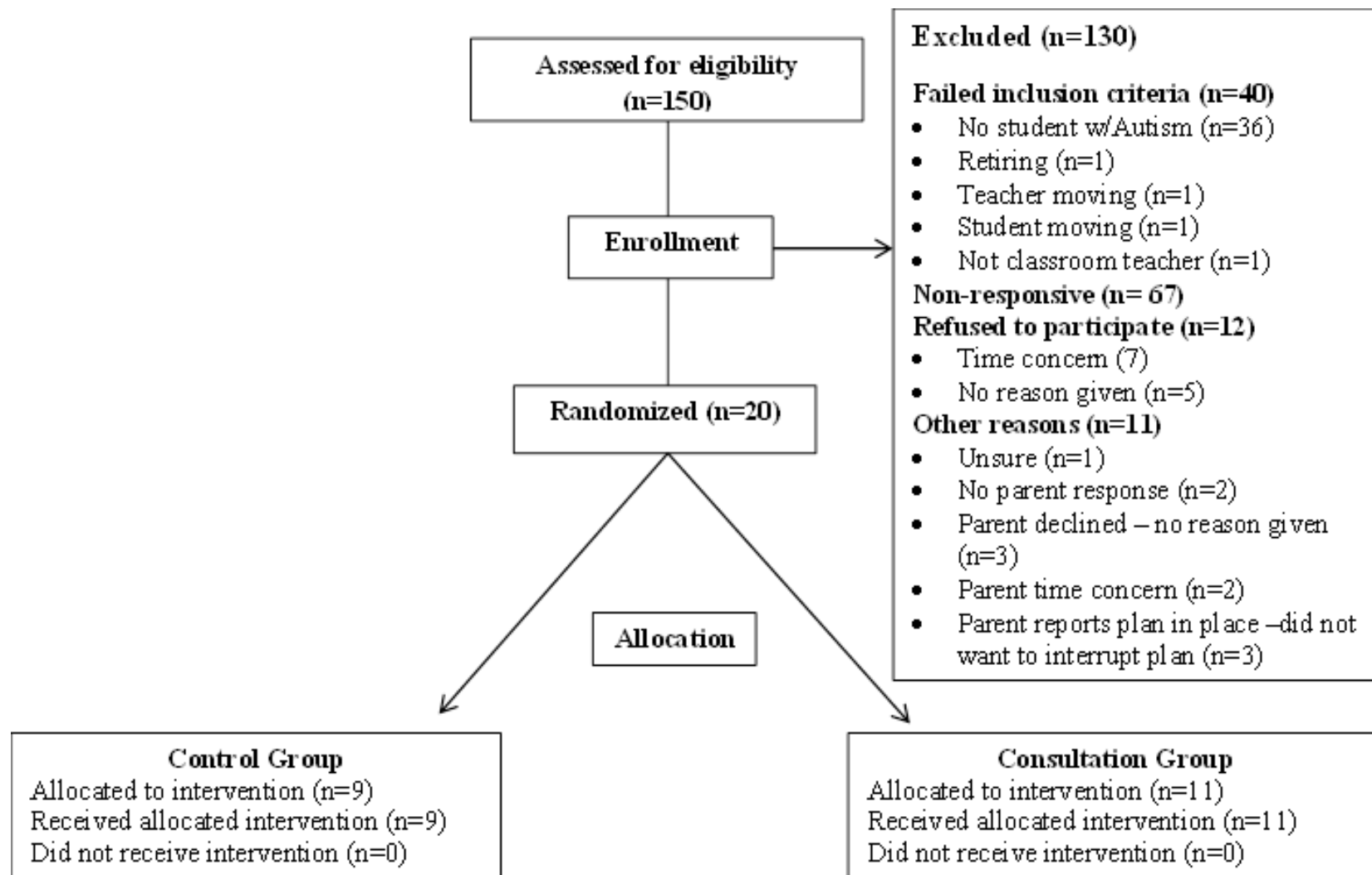
Consolidated Framework for Implementation Research (CFIR)
(Damschroder, et al., 2009)

Characteristics of Intervention	Settings: Outer & Inner	Characteristics of Individuals	Implementation Process
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Characteristics of the intervention

Theme	Description	Implication for COMPASS	Product
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	<i>Altered handouts:</i> Top 10 List Transition Process Resource Guide

RCT Consort Diagram

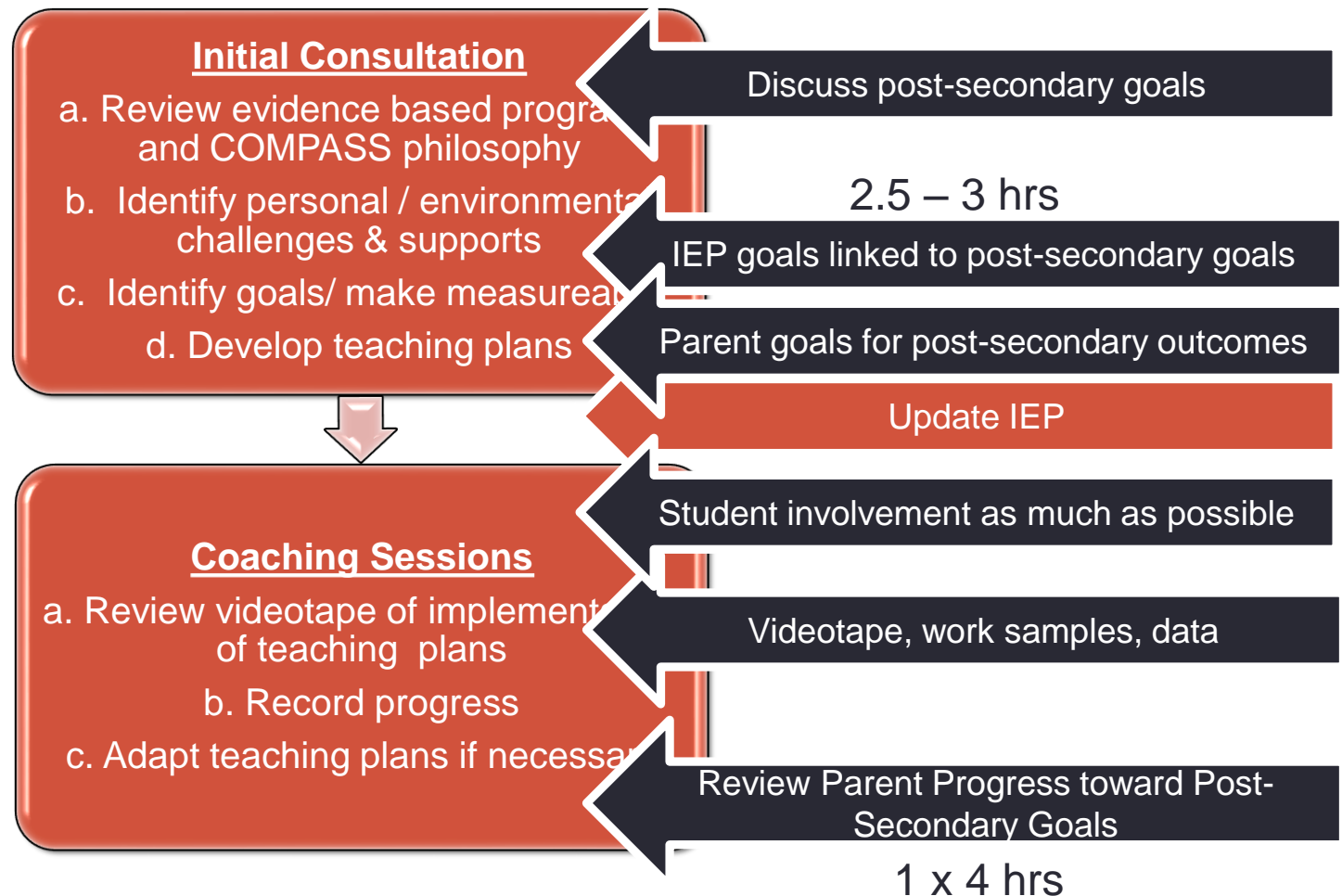


Participant Description

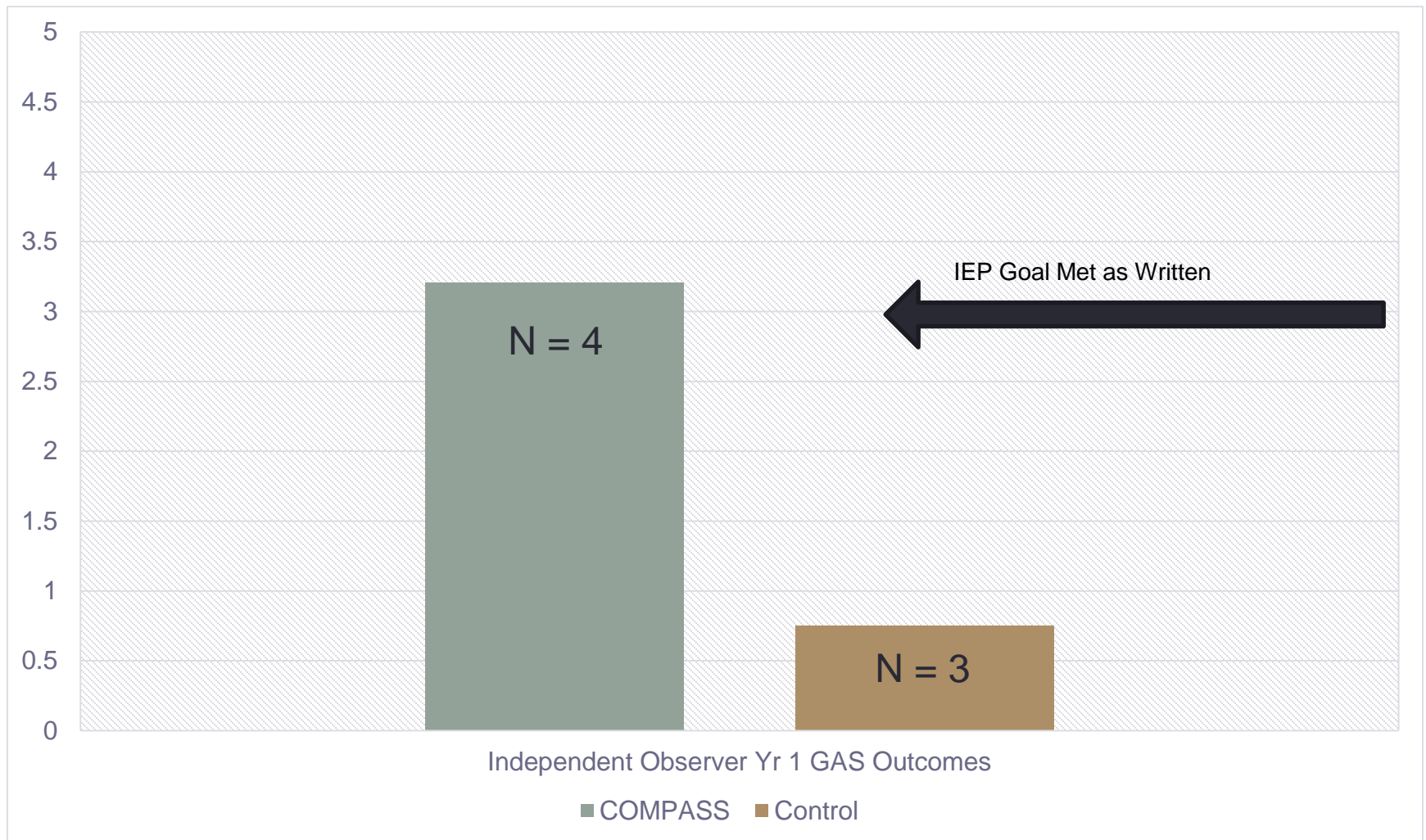
- Teachers
 - Case manager (oversaw IEP)
 - Number of years teaching = 12.3 years
 - Number of students with autism taught = 35
- Students
 - Had IEP with Autism as eligibility category
 - Diagnosis confirmed by ADOS
 - Mean age = 18.2 years
 - Number of experimental group students who attended consultation: 7
 - Classroom Placement
 - >80% in General Ed: 8
 - 40-80% in General Ed: 4
 - <40% in General Ed: 8

COMPASS for Transition Youth

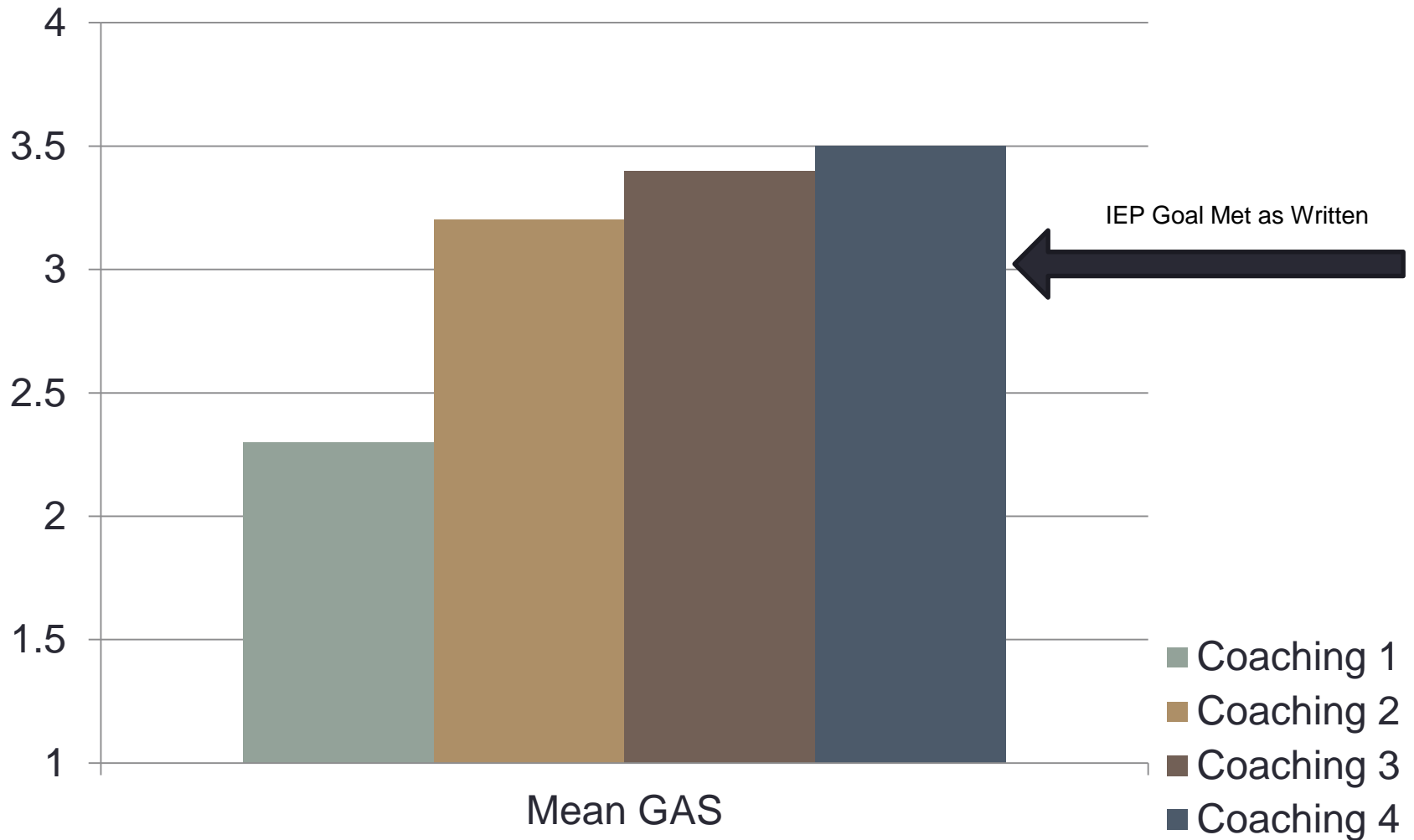
Complete adapted COMPASS profile
Assessed need for information on services
Provided information



Year 1 (n=7) Goal Attainment Outcomes



Year 2 (n=7) Goal Attainment Outcomes



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

Acknowledgements:



COMPASS
balance at the center

- John McGrew, IUPUI
- Nancy Dalrymple
- Medina Adams, UK
- Jorgina Arballo, UK
- Jordan Findley, UK
- Teri Krakovich, IUPUI
- Abbey Love, UK
- Alexis Rodgers, UK
- Venus Wong, UK
- Yue Yu, IUPUI
- Parents and Caregivers
- Students
- School Administrators and Teachers
- Funder: NIMH
- R34MH104208
- www.ukautism.org