A Randomized Controlled Study of COMPASS: Can School-based Consultants Be Trained to Implement an EBPP Informed Consultation Intervention for Students with ASD?

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Background

The Collaborative Model for Promoting Competence and Success (COMPASS) is an evidence-based, student-centered consultation and coaching intervention developed specifically for students with ASD.

- What is COMPASS?
  - It starts with parent-teacher consultation with a COMPASS trained consultant resulting in individualized goals and teaching plans using an Evidence Based Practice in Psychology (EBPP) framework. After the consultation, teachers receive evidence-based coaching with performance feedback and progress monitoring towards IEP progress.
  - What are the theoretical frameworks that inform COMPASS? COMPASS is an implementation strategy influenced by the framework of Dunst, Trivee, and Raab (2013) (Figure 1) that considers the relationship between what the COMPASS consultant does (implementation practice) to impact what the teacher does (intervention practice) to improve child educational outcomes (practice outcome).
  - What has the previous research on COMPASS found?
    - Three previous randomised controlled trials found that COMPASS results in better IEP quality and goal attainment progress over the course of an academic year compared to control groups.
    - What is this study about?
      - All previous studies were delivered by the original developers. This study sought to train local, school-based consultants to implement COMPASS with high fidelity and satisfaction.

Purpose of Study

- The primary goal of this study was to create a COMPASS training package and examine its impact on school-based consultants and student IEP outcomes.
- A secondary goal evaluated COMPASS effectiveness based on the frequency and type of coaching or feedback following the initial consultation.

Method

- **Development of Training Package**
  - **Focus Groups:** Prior to developing the training package, 5 focus groups with 31 stakeholders (administrators, consultants, teachers, and parents) were conducted in the Fall of 2018 to gain information about:
    - Experiences with consultants in autism
    - What makes consulting helpful or unhelpful
    - Elements of good and unhelpful training in autism
    - Feedback from the focus groups was used to develop the preliminary training package which included:
      - Two 8-hour in-person training days focused on consultation and coaching respectively
      - An online training website on CANVAS for Teachers featuring modules with "framework" on consultation and coaching to be completed prior to in-person training
      - 3-month supervision online on CANVAS after both the consultation and coaching sessions
      - Three pre-pilot consultants delivered an abbreviated form of COMPASS in Spring 2018 consisting of an initial consultation plus one coaching session to one teacher
      - Feedback and results from the pre-pilot were used to refine the training package.
- **Consultation Checklists and Feedback:**
  - Most of the important changes made include:
    1.  Developing Checklists and Tools for the Consultation, Coaching, and Feedback Sessions
    2.  Creating online Consultation and Post-Coaching Feedback forms rather than paper
    3.  Re-Designing the CANVAS training site with updated modules
- **Wave 1 Pilot:** The purpose of the Wave 1 Pilot was to test and get feedback on the full training package. Full implementation of COMPASS began in August 2018 using the CANVAS training site.

Results and Discussion

**Table 1:** Implementation Practice: Consultation Fidelity

<table>
<thead>
<tr>
<th>Condition</th>
<th>Consultant Adherence</th>
<th>Self-Report</th>
<th>Satisfaction</th>
<th>Teacher Adherence</th>
<th>GAS</th>
</tr>
</thead>
</table>
| Spring 2018 Pre-Pilot Report by Condition | 75% | 81% | 4 | 10 | 2.5 | 1.5
| Wave 2 Pilot by Condition | 66% | 82% | 4 | 10 | 1.2 |

**Table 2:** Implementation & Intervention Practice

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<tr>
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**Discussion**

- Thus far, our preliminary data suggest the following:
  3. The training package is effective
  3. Teachers and parents are satisfied with COMPASS
  3. Child goal attainment scores are over time