

Appendix C Standard COMPASS Coaching Protocol

1. Check that the teacher and parent received information from the prior coaching and that it is available and was understood. Also determine if changes have occurred, including any changes to the IEP, since the summary was sent.
2. Review the *COMPASS Coaching Fidelity Checklist* before the session and make sure that each component is followed (the teacher will complete the fidelity checklist following the consultation).
3. For each skill/objective/goal, the following steps are followed in order. Repeat for each.
 - (a) Observe the student performing the skill either live or from video recording.
 - (b) Review and rate the *GAS Form* for that skill, also obtain teacher's assessment of the student's most consistent level of progress based on data.
 - (c) Complete the *Teacher Interview for Coaching Form* on that skill.
 - (d) Review the teaching plan (see Chap. 7) that was generated from the COMPASS consultation for this skill and make changes as discussion warrants.
 - (e) Problem-solve any additional personal and environmental challenges and supports that may need to be addressed, modified, added, or maintained (provide other assistance such as use of demonstration, role plays, or modeling the instruction, and making materials).
 - (f) Gather sample data forms from the teacher.
4. Inform the teacher that a summary of this coaching session and an updated *Teaching Plan* (if applicable) and an updated *GAS Form* (if applicable) will follow shortly. Decide if any additional information might be useful and either send it or provide a reference for it. Examples of helpful information are the Web sites described in Chap. 3 and the *Evidence-based Resources for Teachers Checklist* in the forms section of Chap. 7.
5. Set date and time for next coaching and make sure that email and phone numbers for questions are easily accessible for the teacher.
6. Ask the teacher to complete the *COMPASS Coaching Fidelity Checklist* and the *COMPASS Consultation Satisfaction Questionnaire*. To avoid burdening the teacher with paperwork, these forms can be given after every other session. They can also be mailed or faxed to the consultant after completion.
7. After coaching, complete the following forms. These forms are optional, but they are also designed to help the consultant assess and recognize possible areas to target for the next session.
 - Autism Engagement Rating Scale
 - Teacher Engagement Rating Scale
 - Coaching Impressions Scale
8. Write the summary and update the *Teaching Plan* and *GAS Form* if needed and send via email to teacher and regular mail to parents and teacher. Enclose any promised information.