

Appendix G COMPASS Coaching Fidelity Checklist

Teacher’s Name _____ Date _____

1. We reviewed the consultation/coaching written summary report and answered questions.	NO	YES
2. We reviewed the most current teaching plan and updated the written plan to reflect current teaching strategies for each objective.	NO	YES
3. We evaluated the goal attainment of the child’s most current level of progress on the three skills.	NO	YES
4. After the observation of each skill, the consultant began the discussion by asking the teacher about thoughts of what was observed.	NO	YES
5. We discussed at least one idea (what teaching methods to keep in place or what teaching methods to consider changing) for each objective.	NO	YES
6. If the student was not making as much progress as desired on an objective, we discussed the student’s personal challenges that might be impacting progress on skills.	NO	YES
7. If the student was not making as much progress as desired on an objective, we also discussed the student’s environmental challenges that might be impacting progress on skills.	NO	YES
8. To counter the personal challenges related to an objective, we identified at least one personal support (e.g., a reinforcer, strength) to continue to use, add, or adapt in the teaching plan.	NO	YES
9. To counter environmental challenges related to an objective, we identified at least one environmental support (e.g., instructional method, visual support) to continue to use, add, or adapt in the teaching plan.	NO	YES
10. We discussed other environmental factors (student, teacher, or caregiver related) that might be helping or hindering the student progress either directly (health issues) or indirectly (home or classroom issues) on accomplishment of the objective.	NO	YES
11. We reviewed and rated the GAS Form for each objective the teacher/student demonstrated.	NO	YES
12. We obtained the rating of the student’s most consistent and representative level of progress over the past two-week period.	NO	YES
13. For each objective, we discussed how often the skill is taught, if data are being kept, and problem solved any data collection issues.	NO	YES
14. We discussed generalization plans (e.g., who else is working on this skill with the student; where else does the student practice this skill; how is information being shared with other school personnel about this skill) for each objective.	NO	YES
15. The overall tone set by the consultant during the session was collaborative? (e.g., positive tone; positive feedback: “I think you’re doing a good job in the classroom”; providing information; elaboration; initiating joint activities: “Let’s focus on social problems right now”).	NO	YES
16. The overall tone set by the consultant during the session was empowering? (e.g., the consultant asked open-ended questions to encourage teacher problem solving and self-reflection; the consultant helped to develop teacher confidence in ability to impact change).	NO	YES