

Appendix B Self-Evaluation of Process Skills Necessary for Level III COMPASS Consultation

By completing this checklist, you can assess your areas of strength and determine areas where you may need to gain more knowledge and experience. Suggested resources for more information on consultation and coaching with teachers and families, including culturally diverse families, are provided at the end of this questionnaire. Chapters 3 and 7 cover each of these areas.

Please rate each skill from 1 (“not very much/well”) to 4 (“very much/well”) based on where you believe your skills are at the present time.

1	2	3	4
Not very much/well			Very much/well

Area 1: Explaining the Purpose and Outlining the Agenda

Provide an overview and explanation of COMPASS	1	2	3	4
Explain the purpose/outcomes of COMPASS consultation	1	2	3	4
Provide an overview of best practices in teaching children with autism	1	2	3	4

Area 2: Clarifying Questions and Concerns

Ask open-ended questions	1	2	3	4
Paraphrase what is said	1	2	3	4
“Listen” for feelings	1	2	3	4

Area 3: Keeping the Group Moving and Focused

Attend to the time involved for each aspect of the consultation and monitor allotted time throughout consultation	1	2	3	4
Allow enough time for information to be shared, but not too much time that all activities are not completed	1	2	3	4
Gently redirect conversations that stray from the goal of the activity	1	2	3	4

Area 4: Involving All Participants

Steer dominant participants to listen	1	2	3	4
Ask open-ended questions and seek information from quiet participants	1	2	3	4
Summarize concerns as a topic area closes	1	2	3	4

1	2	3	4	
Not very much/well			Very much/well	

Area 5: Valuing All Participants’ Input

Remain nonjudgmental	1	2	3	4
Use attentive and open body posture	1	2	3	4
Use gestures, nods, and facial expressions to communicate attending	1	2	3	4
Use minimal encouragers	1	2	3	4
Use a tone of voice that communicates interest	1	2	3	4

Area 6: Demonstrating Sensitivity and Responsivity to Culturally Diverse Families and Teachers

Identify colloquialisms used by families or teachers that may impact consultation	1	2	3	4
Provide written information to parents in their language of origin	1	2	3	4
Use alternative formats to communicate with family members who experience disability	1	2	3	4
Avoid imposing one’s own values that may conflict or be inconsistent with those of other cultures or ethnic groups	1	2	3	4
Demonstrate understanding that traditional approaches to disciplining children are influenced by family culture	1	2	3	4
Be able to adapt many evidence-based approaches with children and their families from culturally and linguistically diverse groups	1	2	3	4
Demonstrate that family/parents are the ultimate decision makers for services and supports for their child	1	2	3	4

Area 7: Questioning Members Effectively to Draw Ideas from Group

Ask questions that relate to the topic and are open-ended	1	2	3	4
Use Socratic questioning techniques	1	2	3	4
Avoid giving answers and instead ask questions	1	2	3	4
Avoid acting as “expert”	1	2	3	4

Area 8: Being Flexible Enough to include Unexpected Information

Adjust allotted time to address issues or concerns that arise	1	2	3	4
Prioritize time to address unexpected information	1	2	3	4
Validate concerns	1	2	3	4

1	2	3	4
Not very much/well			Very much/well

Area 9: Summarizing as Group Moves Along

Summarize information before moving on to new topic or area of discussion	1	2	3	4
Rephrase information in your own words	1	2	3	4

Area 10: Concluding with a Plan for Further Action

Develop clear action plan for follow-up	1	2	3	4
Check everyone’s understanding of plan and clarify any questions or ambiguities	1	2	3	4