

Maximizing Capacity: Collaborative Consultation at Individual, Local, and State Levels

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Individual Students

Maximizing Capacity through Student-focused Consultation

Collaborative Model for Promoting Competence and Success (COMPASS)¹

- ❖ Building environmental supports through understanding how autism affects a specific individual
- ❖ Key Features:



Design

- ❖ Longitudinal and prospective (school year)
- ❖ Randomized with control group

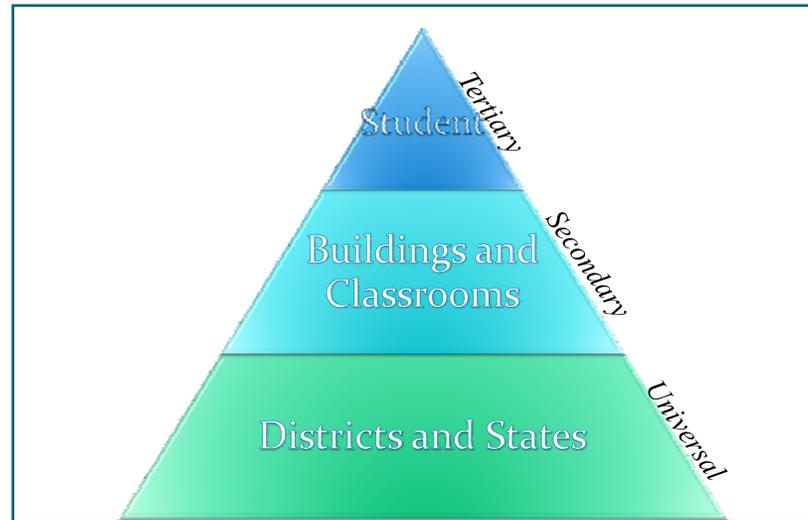
Methods

- ❖ 35 teachers, children, parents/caregivers
- ❖ Randomized for COMPASS consultation
 - ❖ 3 hour collaborative consultation
 - ❖ 4 teacher coaching sessions (1.5 hours each)
- ❖ Outcomes
 - ❖ Evaluator blind to group assignment
 - ❖ Child outcomes: Achievement of IEP goals
 - ❖ Teacher outcomes: IEP quality, intervention fidelity

Conclusions

- ❖ Children whose teachers received COMPASS achieved IEP goals at a different and higher rate compared to other group
- ❖ Consultation with teacher is not enough
 - ❖ Must include follow-up sessions and whole team for generalization
- ❖ IEP objectives must be measurable
- ❖ Data collection is a challenge
 - ❖ Coaching sessions must include training and interpretation
- ❖ Collaborative parent-teacher consultation facilitated achievement of IEP objectives

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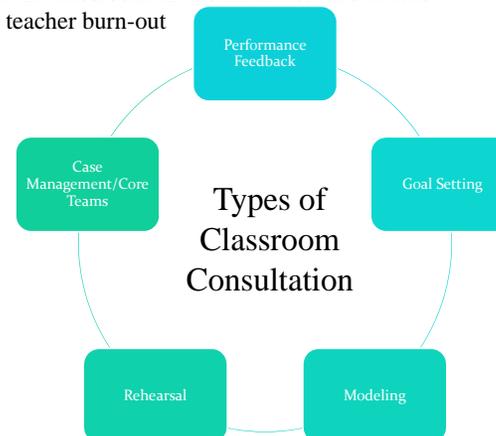


Buildings and Classrooms

Maximizing Capacity through Collaborative Consultation

Benefits

- ❖ Provide research-based classroom strategies
- ❖ Direct problem-solving case management
- ❖ Support/Model in teacher's environment
- ❖ Improve the classroom environment for all students
- ❖ Reduce teacher burn-out



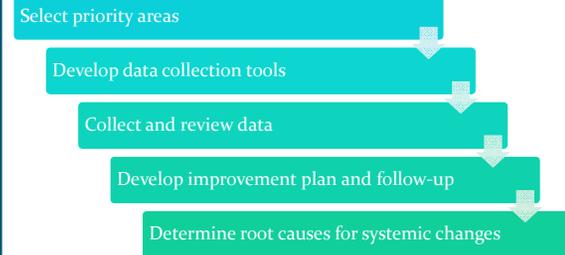
Districts and States

Maximizing Capacity through Focused Monitoring

Goals

- ❖ Maximize resources
- ❖ Emphasize variables
- ❖ Increase improved results
- ❖ Focus on results versus procedures

Autism Specific Focused Monitoring



Developing Improvement Plan

- ❖ Meet with the staff to develop the plan
- ❖ Facilitate the development of the plan
- ❖ Assist the team in identifying activities that produce lasting effects
- ❖ Identify specific personnel responsible for supervision of the plan
- ❖ Clearly identify who will perform each activity and what the change will look like when implemented
- ❖ Organize activities in a logical sequence and limit the number of activities to promote maximum change
- ❖ Require ongoing data collection; change the plan as needed to ensure progress