



Collaborative Model for Promoting Competence and Success for Students with ASD

By Lisa A. Ruble, Nancy J. Dalrymple, John H. McGrew

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Rising numbers of young children diagnosed with autism spectrum disorders means more students with ASD entering pre-school and the elementary grades. For these young learners, individualized instruction toward measurable goals is crucial to effective education. The COMPASS program?Collaborative Model for Promoting Competence and Success for Students with Autism Spectrum Disorders?has been developed to improve outcomes for these students in the unique context of their lives.

Collaborative Model for Promoting Competence and Success for Students with ASD builds consulting and ASD knowledge competencies while working with families and teachers in a systematic, empirically supported consultation program. The book offers a framework for individualized assessment and program planning based in students' life experiences along with family and teacher input. At the same time, its two-tiered consultation/coaching strategy is designed to minimize the setbacks that occur even in optimal family and classroom situations. Protocols, scripts, forms, and case examples are included for a complete guide to facilitating successful learning.

Featured in the text:

- Theory and rationale behind COMPASS.
- Self-evaluation tools for assessing core skills and competencies.
- Guidelines for writing effective Individual Education Programs and the COMPASS Action Plan.
- Detailed instructions for implementing Action Plans and monitoring progress.
- Case studies of the COMPASS program in real-life situations.
- A complete kit of forms, scales, and checklists.

Practitioners working with children with ASD, particularly in child and school psychology, special education, rehabilitation, social work, speech pathology, and

developmental psychology, will find in *Collaborative Model for Promoting Competence and Success for Students with ASD* a consultation model that empowers teachers, families, and above all, students.

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Editorial Review

From the Back Cover

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About the Author

Lisa Ruble earned her Ph.D. in School Psychology from Indiana University. Currently, she is an Associate Professor in the College of Education at the University of Kentucky and Licensed Psychologist. Dr. Ruble was the principal investigator of the two NIH funded studies evaluating COMPASS. She has published over 50 articles in books or professional journals, made more than 100 presentations at international, national, and regional conferences, and consulted and trained hundreds of teachers in autism across Indiana, Kentucky, Tennessee and beyond. She is a past recipient of the New Investigator Award from the National Institute of Mental Health. In 2002, Dr. Ruble established the STAR Program at the University of Louisville and in 1998 helped establish services at TRIAD at Vanderbilt University. Her research program is based on these past experiences when she developed and provided social skills and behavioral interventions, school consultation and training, and parent training. These experiences influenced her interest in services research and the study

of issues involved in the provision of evidence- based practices in community-based settings.

Nancy Dalrymple is an educational consultant in the field of autism. She was on the faculty at the University of Louisville School of Medicine, Department of Pediatrics, Weisskopf Child Evaluation Center then became a consultant to the STAR program there. She works with parents and families of children with autism to provide on-going support and information. Nancy also trains school personnel and others who interact with students with autism and has taught university classes. Previously, Nancy was director of the Indiana Resource Center for Autism (IRCA) and was on the Autism Society of America Panel of Professional Advisors as well as other advisory boards. Nancy continues to work with university faculty on research topics. She is the author of numerous research papers and practical source books about autism, and has presented on various topics regarding autism throughout her more than 30 years of experience in the field.

John McGrew earned his Ph.D. in Clinical Psychology from Indiana University. During his doctoral training one of his three primary areas of specialization was autism, for which he extensively utilized the resources of the IRCA, where Nancy was director. Currently, he is Professor of Psychology and Director of the Clinical Psychology Program at Indiana University Purdue University Indianapolis. Dr. McGrew has been principal or co-principal investigator of more than fifteen grants in the area of mental health services. His specialty is in intervention research and implementation science. Dr. McGrew has published over 60 articles in books or professional journals and made more than 75 presentations at national and regional conferences.

Lisa and Nancy first met in 1978, when Nancy was coordinating a residential program for students with autism at the Developmental Training Center (DTC) at Indiana University–Bloomington and Lisa’s sister Leslie was in the program. Later, Lisa worked in the DTC program when she was an undergraduate at Indiana University. The program was funded through federal educational grants and was closely connected to the Indiana Department of Education. At that time, the IRCA staff were learning how best to develop programs for people with autism that would help them function in their home communities. Nancy also was a member of the Indiana Legislative Commission on Autism from 1980 to 1994 when the state made significant progress in developing programs for people with autism, including helping to establish the first autism Medicaid waiver in the country. Nancy and Lisa worked together again when Lisa was a master’s student at Indiana University-Purdue University in Rehabilitation Psychology and completed her internship under Nancy’s direction and her thesis under John’s direction. John is now the Director of Training for this same program at IUPUI and during this time became father to Ian, who has severe autism.

Users Review

From reader reviews:

Joseph Jenkins:

The book Collaborative Model for Promoting Competence and Success for Students with ASD can give more knowledge and information about everything you want. Why then must we leave the great thing like a book Collaborative Model for Promoting Competence and Success for Students with ASD? Several of you have a different opinion about guide. But one aim which book can give many data for us. It is absolutely appropriate. Right now, try to closer with your book. Knowledge or details that you take for that, you may give for each other; you are able to share all of these. Book Collaborative Model for Promoting Competence and Success for Students with ASD has simple shape but the truth is know: it has great and big function for you. You can appearance the enormous world by open up and read a book. So it is very wonderful.

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Carole Clark:

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