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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Chapter 1. Evidence-Based Practice In Psychology and COMPASS for Improving Educational Outcomes in ASD -- Chapter 2. Evidence-Based Practices, Evidence-Based Principles, and Common Elements of COMPASS -- Chapter 3.: Advances in Measurement in IEPs for Transition-Age Youth with ASD -- Chapter 4. Evidence of COMPASS for Improving School Outcomes for Transition-Age Youth -- Chapter 5: Professional Development and Training of Community-Based ASD

School Consultants -- Chapter 6: COMPASS IEP Goal Attainment and Fidelity Outcomes with In-Person and Telecoaching Feedback -- Chapter 7 Consultant, Teacher, Parent, and Student Characteristics That Impact School Outcomes -- Chapter 8: New Directions for Implementation Science with ACT SMART, CAST, and ENCOMPASS: Supporting the Deployment of COMPASS for Preschool through High School Students.

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Sommario/riassunto

This book examines the five primary areas of the Collaborative Model for Promoting Competence and Success (COMPASS). It describes COMPASS as an evidence-based practice in psychology (EBPP) versus an evidence-based practice (EBP) and discusses how it informs innovative individualized education program (IEP) goal setting, planning, and implementation through teacher coaching. In addition, the book introduces the common elements necessary for improved teaching plan quality and child goal attainment in maximizing educational outcomes. It also describes the extension of COMPASS to transition-age high school students with autism as well as the integration of current research findings from NIH-funded studies for transition-age youth and professional development and training. Finally, the book explores innovative methods to support the consistent implementation and expansion of COMPASS across school, home, and community settings. It discusses how to integrate classroomwide performance assessment to identify students in need of the focused instruction that COMPASS provides. Key areas of coverage include: Identifying personalized goals and intervention strategies (i.e., EBPs) using an EBPP framework within COMPASS for students with autism. Advances in measurement of IEP quality for transition-age autistic youth Integration of accessible online educational materials necessary to implement COMPASS feasibly when implemented by school consultants and autism trainers Lessons learned from professional development and training of community-based autism school consultants for developing high quality intervention plans. COMPASS IEP goal attainment and fidelity outcomes with face-to-face, telecoaching, and electronic feedback. COMPASS and Innovative Education for Students with Autism is an invaluable resource for educators, clinicians, scientist-practitioners, and therapists as well as researchers, professors, and graduate students in the fields of child and school psychology, behavioral therapy, and social work as well as rehabilitation, special education, speech pathology, and all interrelated disciplines.

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