

Research Needed to Enhance the Level of Evidence to “Strong”

Student Focused Planning			
Practice	Current Level of Evidence	Current Evidence	Needed
Involving students in the IEP process	Moderate	<ul style="list-style-type: none"> One moderate quality literature review of 16 intervention studies 	<ul style="list-style-type: none"> 2 high quality group experimental studies or 4 acceptable quality group experimental studies or 5 high quality single subject studies
<i>Self Advocacy Strategy</i>	Moderate	<ul style="list-style-type: none"> 1 high quality group experimental study 4 acceptable quality single subject studies 	<ul style="list-style-type: none"> 1 high quality group experimental study or 4 acceptable quality group experimental studies or 5 high quality single subject studies
<i>Self-Directed IEP</i>	Moderate	<ul style="list-style-type: none"> 1 high quality group experimental study 	<ul style="list-style-type: none"> 1 high quality group experimental study or 4 acceptable quality group experimental studies or 5 high quality single subject studies
Student Development (Life Skills Instruction)			
Practice	Current Level of Evidence	Current Evidence	Needed
Teaching Life Skills	Strong	<ul style="list-style-type: none"> 1 high quality meta-analysis of 50 intervention studies 	
Teaching Purchasing Skills	Strong	<ul style="list-style-type: none"> 1 high quality meta-analysis of 28 intervention studies 	
Teaching Self-Determination Skills	Moderate	<ul style="list-style-type: none"> One moderate quality literature review of 51 intervention studies 	<ul style="list-style-type: none"> 2 high quality group experimental studies or 4 acceptable quality group experimental studies or 5 high quality single subject studies
Teaching Self-Advocacy Skills	Moderate	<ul style="list-style-type: none"> 1 high quality group experimental study 	<ul style="list-style-type: none"> 1 high quality group experimental study or 4 acceptable quality group experimental studies or

			<ul style="list-style-type: none"> • 5 high quality single subject studies
Teaching Functional Reading Sight Words	Moderate	<ul style="list-style-type: none"> • 5 acceptable quality single subject studies 	<ul style="list-style-type: none"> • 2 high quality group experimental studies or • 4 acceptable quality group experimental studies or • 5 high quality single subject studies
Teaching Functional Math Skills	Moderate	<ul style="list-style-type: none"> • 1 high quality group experimental study • 1 high quality single-subject study • 5 acceptable single-subject studies 	<ul style="list-style-type: none"> • 1 high quality group experimental studies or • 4 acceptable quality group experimental studies or • 4 high quality single subject studies
Teaching Banking Skills	Moderate	<ul style="list-style-type: none"> • 3 acceptable quality single-subject studies 	<ul style="list-style-type: none"> • 2 high quality group experimental studies or • 4 acceptable quality group experimental studies or • 5 high quality single subject studies
Teaching Food Preparation/Cooking Skills	Moderate	<ul style="list-style-type: none"> • 1 acceptable quality literature review • 7 acceptable quality single subject studies. 	<ul style="list-style-type: none"> • 2 high quality group experimental studies or • 4 acceptable quality group experimental studies or • 5 high quality single subject studies
Teaching Grocery Shopping Skills	Moderate	<ul style="list-style-type: none"> • 1 moderate quality literature review • 1 high quality quasi group experimental study • 2 acceptable single-subject studies. 	<ul style="list-style-type: none"> • 1 high quality group experimental studies or • 4 acceptable quality group experimental studies or • 5 high quality single subject studies
Teaching Home Maintenance Skills	Moderate	<ul style="list-style-type: none"> • 1 high quality single subject study • 4 acceptable quality single subject studies 	<ul style="list-style-type: none"> • 1 high quality group experimental studies or • 4 acceptable quality group experimental studies or • 4 high quality single subject studies
Teaching Leisure Skills	Moderate	<ul style="list-style-type: none"> • 1 high quality single subject 	<ul style="list-style-type: none"> • 2 high quality group

		<ul style="list-style-type: none"> study • 3 acceptable quality single subject studies 	<ul style="list-style-type: none"> experimental studies or • 4 acceptable quality group experimental studies or • 4 high quality single subject studies
Teaching Personal Health	Potential	<ul style="list-style-type: none"> • 2 acceptable quality single subject studies 	<ul style="list-style-type: none"> • 2 high quality group experimental studies or • 4 acceptable quality group experimental studies or • 5 high quality single subject studies
Teaching Purchasing using the “One More Than” Strategy	Moderate	<ul style="list-style-type: none"> • 1 high quality single-subject study • 6 acceptable quality single-subject studies 	<ul style="list-style-type: none"> • 2 high quality group experimental studies or • 4 acceptable quality group experimental studies or • 4 high quality single subject studies
Teaching Restaurant Purchasing Skills	Moderate	<ul style="list-style-type: none"> • 1 high quality group experimental study • 1 acceptable quality single subject study 	<ul style="list-style-type: none"> • 1 high quality group experimental studies or • 4 acceptable quality group experimental studies or • 5 high quality single subject studies
Teaching Safety Skills	Moderate	<ul style="list-style-type: none"> • 1 high quality single subject study • 6 acceptable quality single subject studies 	<ul style="list-style-type: none"> • 1 high quality group experimental studies or • 4 acceptable quality group experimental studies or • 4 high quality single subject studies
Teaching Social Skills Training	Moderate	<ul style="list-style-type: none"> • 1 moderate quality meta-analysis of 5 group studies 	<ul style="list-style-type: none"> • 2 high quality group experimental study or • 4 acceptable quality group experimental studies or • 5 high quality single subject studies
Teaching Self-Care Skills	Potential	<ul style="list-style-type: none"> • 1 high quality single subject study 	<ul style="list-style-type: none"> • 2 high quality group experimental studies or • 4 acceptable quality group experimental studies or

			<ul style="list-style-type: none"> • 4 high quality single subject studies
Life Skills Using Community-Based Instruction	Moderate	<ul style="list-style-type: none"> • 1 high quality group experimental study • 4 acceptable single-subject studies 	<ul style="list-style-type: none"> • 1 high quality group experimental studies or • 4 acceptable quality group experimental studies or • 5 high quality single subject studies
Life Skills Using Computer-Assisted Instruction	Moderate	<ul style="list-style-type: none"> • 1 high quality single-subject study • 3 acceptable quality single-subject studies 	<ul style="list-style-type: none"> • 2 high quality group experimental studies or • 4 acceptable quality group experimental studies or • 4 high quality single subject studies
Life Skills Using Self-Management	Moderate	<ul style="list-style-type: none"> • 1 high quality group experimental study • 1 high quality single subject study • 2 adequate quality single subject studies 	<ul style="list-style-type: none"> • 1 high quality group experimental studies or • 4 acceptable quality group experimental studies or • 4 high quality single subject studies
Student Development (Employment Skills Instruction)			
Practice	Current Level of Evidence	Current Evidence	Needed
Job-Specific Employment Skills	Moderate	<ul style="list-style-type: none"> • 1 high quality group experimental study • 1 high quality single subject study • 5 acceptable quality single subject studies. 	<ul style="list-style-type: none"> • 1 high quality group experimental study or • 4 acceptable quality group experimental studies or • 4 high quality single subject studies
Completing a Job Application	Moderate	<ul style="list-style-type: none"> • 1 high quality group experimental study 	<ul style="list-style-type: none"> • 1 high quality group experimental study or • 4 acceptable quality group experimental studies or • 5 high quality single subject studies
Employment Skills Using Community-Based Instruction	Moderate	<ul style="list-style-type: none"> • 1 high quality experimental group study 	<ul style="list-style-type: none"> • 1 high quality group experimental study or • 4 acceptable quality group experimental studies or • 5 high quality single subject

Job-Specific Employment Skills Using Computer Assisted Instruction	Moderate	<ul style="list-style-type: none"> 3 acceptable single subject studies 	<ul style="list-style-type: none"> 2 high quality group experimental studies or 4 acceptable quality group experimental studies or 5 high quality single subject studies
Teaching Self-Management for Employment Skills	Moderate	<ul style="list-style-type: none"> 1 moderate quality literature review of 35 studies. 	<ul style="list-style-type: none"> 2 high quality group experimental studies or 4 acceptable quality group experimental studies or 5 high quality single subject studies
Job-Related Social/Communication Skills	Potential	<ul style="list-style-type: none"> 1 high quality single-subject study 1 acceptable quality single subject study 	<ul style="list-style-type: none"> 2 high quality group experimental studies or 4 acceptable quality group experimental studies or 4 high quality single subject studies
Family Involvement			
Practice	Current Level of Evidence	Current Evidence	Needed
Teaching Parents and Families About Transition	Moderate	<ul style="list-style-type: none"> 1 high quality group experimental study 	<ul style="list-style-type: none"> 1 high quality group experimental studies or 4 acceptable quality group experimental studies or 5 high quality single subject studies
Program Structure			
Practice	Current Level of Evidence	Current Evidence	Needed
Provide Community-Based Instruction	Moderate	<ul style="list-style-type: none"> 1 high quality group experimental study 1 high quality single-subject study 6 acceptable quality single-subject studies 	<ul style="list-style-type: none"> 1 high quality group experimental study or 4 acceptable quality group experimental studies or <ul style="list-style-type: none"> 4 high quality single subject studies
Structure Program to Extend Services Beyond Secondary School	Moderate	<ul style="list-style-type: none"> 1 high quality group experimental study 	<ul style="list-style-type: none"> 1 high quality group experimental study or 4 acceptable quality group experimental studies or

			<ul style="list-style-type: none"> • 5 high quality single subject studies
Check and Connect	Potential	<ul style="list-style-type: none"> • 1 acceptable quality group study 	<ul style="list-style-type: none"> • 2 high quality group experimental studies or • 3 acceptable quality group experimental studies or • 5 high quality single subject studies