

NSTTAC Project Research Coding Sheet

H1 _____ H2 _____
 Coded by: _____ Date _____

H3 _____ H4 _____
 Interrater Reliability by: _____ Date _____
 Interrater Reliability by: _____ Date _____
 Interrater Reliability by: _____ Date _____

A. APA reference					
B. Setting of research and intervention (check and provide additional detail, indicate activity for each setting if multiple [e.g., IV, data collection, generalization]C) /18	B1 <input type="checkbox"/> School B1a <input type="checkbox"/> General ed. classroom B1b <input type="checkbox"/> Resource B1c <input type="checkbox"/> Self-contained B1d <input type="checkbox"/> Separate school B1e <input type="checkbox"/> General school location (e.g., cafeteria, library) B1f <input type="checkbox"/> Other _____ B2 <input type="checkbox"/> Community B3 <input type="checkbox"/> Family Home B4 <input type="checkbox"/> Other Residential B5 <input type="checkbox"/> Hospital B6 <input type="checkbox"/> Other _____ B7 <input type="checkbox"/> Urban B8 <input type="checkbox"/> Rural B9 <input type="checkbox"/> Suburban B10 <input type="checkbox"/> No information on community type B11 <input type="checkbox"/> Not clearly identified, author's description of type				
C. Participants (include number, age, type and selection criteria if available) /36 C1 N= _____ (total in study if group exp.) C2 n = _____ (total received IV if group exp.) If group experimental, record the following demographic information for participants in IV. C3 ___ F C4 ___ M	<table style="width:100%; border-collapse: collapse;"> <tr> <td style="width:20%; border-right: 1px dotted black; vertical-align: top;"> <u>Age</u> C5 ___ ages 11-13 yrs C6 ___ ages 14-17 yrs C7 ___ ages 18-26 yrs C8 ___ other _____ </td> <td style="width:20%; border-right: 1px dotted black; vertical-align: top;"> <u>Type of disability</u> C9 ___ ADHD C10 ___ AU C11 ___ D/B C12 ___ DD C13 ___ EBD C14 ___ MR (specify) _____ C14a C14b C14c C25 <input type="checkbox"/> Results can be distinguished for students with disabilities </td> <td style="width:20%; border-right: 1px dotted black; vertical-align: top;"> <u>Ethnicity</u> C22 ___ NotSpec C23 ___ No Disab. C24 ___ Other _____ C15 ___ HI C16 ___ LD C17 ___ MultiDis C18 ___ OI C19 ___ OHI C20 ___ TBI C21 ___ VI </td> <td style="width:20%; vertical-align: top;"> <u>Description of selection criteria:</u> C26 ___ AA C27 ___ AI state "not described" C28 ___ A/PI C29 ___ Hisp. C30 ___ White C31 ___ Not Specified C32 Other _____ </td> </tr> </table>	<u>Age</u> C5 ___ ages 11-13 yrs C6 ___ ages 14-17 yrs C7 ___ ages 18-26 yrs C8 ___ other _____	<u>Type of disability</u> C9 ___ ADHD C10 ___ AU C11 ___ D/B C12 ___ DD C13 ___ EBD C14 ___ MR (specify) _____ C14a C14b C14c C25 <input type="checkbox"/> Results can be distinguished for students with disabilities	<u>Ethnicity</u> C22 ___ NotSpec C23 ___ No Disab. C24 ___ Other _____ C15 ___ HI C16 ___ LD C17 ___ MultiDis C18 ___ OI C19 ___ OHI C20 ___ TBI C21 ___ VI	<u>Description of selection criteria:</u> C26 ___ AA C27 ___ AI state "not described" C28 ___ A/PI C29 ___ Hisp. C30 ___ White C31 ___ Not Specified C32 Other _____
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D. Method/Design (check all appropriate boxes and include additional details if needed) /19	D1 <input type="checkbox"/> Literature Review D1a <input type="checkbox"/> Narrative review only D1b <input type="checkbox"/> Systematic quantitative review of effects D1b1 <input type="checkbox"/> Meta-analysis D2 <input type="checkbox"/> Group Experimental (please describe below method of participant selection and assignment [e.g., random] and timing of data collection [e.g., pre-post, post only]) D2a <input type="checkbox"/> Between groups D2b <input type="checkbox"/> Within subjects D2c <input type="checkbox"/> Mixed D3 <input type="checkbox"/> Single-subject D3a <input type="checkbox"/> Multiple baseline/ probe across _____ D3b <input type="checkbox"/> Other single-subject (particips., settings) D4 <input type="checkbox"/> Correlation w/ statistical controls D5 <input type="checkbox"/> Correlation w/ out statistical controls D6 <input type="checkbox"/> Survey w/ descriptive analysis D7 <input type="checkbox"/> Beat the Odds study D8 <input type="checkbox"/> Case Study/ Qualitative D9 <input type="checkbox"/> Expert Opinion Article, w/ direct knowledge of intervention D10 <input type="checkbox"/> Practitioner Article D11 <input type="checkbox"/> Other _____				

<p>E. Independent Variable/ Predictor Variable/ Practice Described (circle which one) ___/41 + codes</p>	<p>Description of practice implemented in study/ described in article (include description of intervention, alternate intervention or comparison intervention including identification of specific methods used and curriculum [if applicable]; list Taxonomy Code(s): specify as + (supported with positive results) or - (results for this IV/practice were negative) [See Results to Respond]; also specify "other" predictors as necessary[e.g., academic skills, demographic variables]):</p> <p>E1 <input type="checkbox"/> Commercial product: (Name) _____ (Publisher/website) _____ (Cost) _____</p> <p>E2 Length & Intensity of IV(e.g., one hour/day for 10 days) _____</p> <p>E2a <input type="checkbox"/> Not identified</p> <p>E2b <input type="checkbox"/> Unclear _____</p> <p>E2c <input type="checkbox"/> NA</p> <p>E3 IV delivered by _____</p> <p>E3a <input type="checkbox"/> Not identified</p> <p>E3b <input type="checkbox"/> Unclear _____</p> <p>E3c <input type="checkbox"/> NA (natural event) _____</p> <p>E4 Costs of intervention _____</p> <p>E4a <input type="checkbox"/> Not identified</p> <p>E4b <input type="checkbox"/> NA</p> <p>E5 Barriers to providing IV (only author identified): _____</p> <p>E5a <input type="checkbox"/> No barriers</p> <p>E5b <input type="checkbox"/> NA _____</p>	
<p>F. Dependent variable(s)/ Outcome variable(s): ___/ 5 x # of DVs</p>	<p>Dependent Variable (list variables w/ operational definition)</p>	<p>Measure (instrument/ measure of each DV)</p>
	<p>DV</p>	<p>Measure (instrument/ measure of each DV)</p>
	<p>DV</p>	<p>Measure (instrument/ measure of each DV)</p>
	<p>DV (list additional variables on back or copy/paste these cells below)</p>	<p>Measure (instrument/ measure of each DV)</p>

<p>G. Outcomes/Results (check box and provide summary of results for variable(s) measured) _____/22 + results description</p>	<p>(G1) Brief Description of Results:</p> <p>G2 <input type="checkbox"/> if Qualitative - themes noted:</p> <p>G3 <input type="checkbox"/> Maintenance data collected Maintenance data were G3a (Circle) Yes/ No/ Mixed G3b Length of time _____</p> <p>G4 <input type="checkbox"/> Generalization data collected Generalization data were positive G4a (Circle) Yes/ No/ Mixed G4b Generalized to what? _____</p> <p>Practice associated with preparation for: G5 <input type="checkbox"/> Post-Secondary Education / Training G6 <input type="checkbox"/> Employment G7 <input type="checkbox"/> Independent Living</p> <p>Results reported regarding (e.g., outcome study) G8 <input type="checkbox"/> Post-Secondary Education / Training G9 <input type="checkbox"/> Employment G10 <input type="checkbox"/> Independent Living</p>
<p>H. Notes</p>	

Codes:

ADHD – attention deficit hyperactivity disorder
 AU – autism
 D/B – deaf/blind
 DD – developmental disability
 EBD – emotional/ behavioral disability
 HI – hearing impairment

LD – learning disability
 MR – mental retardation
 MultiDis – multiple disabilities
 OHI – other health impairment
 OI – orthopedic impairment

TBI – traumatic brain injury
 VI - visual impairment
 NotSpec – not specified
 No Disab – students without disabilities

AA – African American/ Black
 AI – American Indian

A/PI – Asian/ Pacific Islander
 Hisp/Lat – Hispanic/ Latino

White – White/ Caucasian

/# - denominator for calculating reliability in use of coding form

Regarding independent variable, Not identified = not addressed, Unclear = addressed by author, but variable, inexact, or unclear, NA = not an intervention, therefore question regarding this aspect is not applicable

Specific Coding Rules	
Coded by	Please fill in <i>H1</i> & <i>H2</i> with your information (3 initials or name)
Reference	<ul style="list-style-type: none"> ○ Enter complete reference as found on the article, using APA style
Setting	<ul style="list-style-type: none"> ○ Enter brief description in space prior to <i>B1</i> ○ If multiple settings, check all and indicate which activity (e.g., intervention, data collection) occurred in each ○ If community based instruction through a school activity, code as community (<i>B2</i>) ○ Community size information (i.e., urban, rural, suburban) should be so described by the author, not assumed by the reviewer** ○ Setting description adequate = study could be replicated based on the setting description (Horner et al., 2005)
Population	<ul style="list-style-type: none"> ○ Write numbers (when possible) in blanks ○ N = total number of participants in the study, if a group experimental or quasi-experimental study, an additional n will be noted for participants that received intervention <ul style="list-style-type: none"> ○ Further demographic information will be recorded for the number of participants that received intervention ○ When data not reported in a manner that supports this rule, reviewers will make notations indicating that demographic information reported for all study participants ○ When students without disabilities included in study, indicate if results can be distinguished/ separated for the participants with disabilities (Can the intervention be said to be effective for the participants with disabilities?) ○ Adequate description of participants (<i>C1</i>) = information on gender, age, and disability are provided ○ Adequate description of selection criteria (<i>C34</i>) = selection process is replicable (single-subject) OR how students were assigned to treatment groups, if not random (group)
Design	<ul style="list-style-type: none"> ○ Check appropriate boxes and record author's name of design ○ Check both the heading (e.g., single-subject) and subheading (multiple baseline) ○ Literature review (<i>D1</i>) = self-described review of the literature with a description of literature review methods <ul style="list-style-type: none"> ○ A narrative review (<i>D1a</i>) will meet the above criteria, but not have any quantitative analysis of its results ○ A systematic quantitative review (<i>D1b</i>) include a simple quantitative description of patterns, also note if a meta-analysis (<i>D1b1</i> [PND or Effect sizes across studies in the review]) ○ Group experimental (<i>D2</i>) = compares performance between groups (<i>D2a</i> [comparison, control, or both]) OR within subjects (<i>D2b</i> [single group over time]) <ul style="list-style-type: none"> ○ Make notes regarding selection of participants (random or pre-determined) and assignment to groups (random or quasi) ○ Make notes regarding timing of data collection (e.g., pre-post, post only, repeated measure) ○ Single-subject (<i>D3</i>) = illustrates performance of an individual or group <ul style="list-style-type: none"> ○ Multiple baseline/ multiple probe (<i>D3a</i>)= staggered introduction of intervention ○ Other single-subject design (e.g., reversal = baseline condition, treatment condition, baseline condition; Alternating treatments = rapid alternation of more than one intervention; Multi-element = alternation of more than one

	<p>intervention typically with interventions combined in phases)</p> <ul style="list-style-type: none"> ○ Correlational with statistical controls = illustrates relationships between variables in single group; correlations among several pre-determined variables were run, allows examination of combination of factors (e.g., multiple regression, path analysis, equation modeling) ○ Correlational without statistical modeling = illustrates relations between variables in single group; less complex statistical analyses, often of all possible predictor variables on all possible outcome variables to find strongest relationships between two variables ○ Survey w/ descriptive analysis = report of cross-sectional or longitudinal survey data without use of inferential statistics, report of descriptive information (e.g., means, standard deviation) ○ Qualitative = inquiry approach to exploring a program, event, group, or individual; often includes inductive analysis of themes; multiple designs (e.g., grounded theory, ethnography, narrative, case study) ○ Beat the Odds = A report of how well a school, district, or program compared on some outcome measure, after implementing some practice, to similar schools, districts, or programs perform based on state or national scales (without the practice) ○ Expert Opinion: (a) one of the authors has implemented the intervention described in a previous study and (b) has published two or more previous peer-reviewed articles on that topic ○ Practitioner Article: description of a practice in which one of the authors implemented the intervention, but is not a recognized “expert” in the field ○ Other – please describe ○ Literature reviews, experimental studies and then correlational studies will be reviewed fully prior to review of other designs
<p>Independent/ Predictor Variable or Practice</p> <p>Taxonomy Coding</p>	<ul style="list-style-type: none"> ○ The transition service can be inferred as such <i>by the reviewer</i>, based on consistency with other described transition practices in the literature (e.g., Taxonomy categories, student involvement in transition planning, transition assessment, secondary school work experiences) or the dependent variables (see bolded note below) are associated with successful transition or postschool outcomes (e.g., graduation, post-school employment, level of participation in transition planning) AND/OR <i>the author states</i> that the practice described is for the purpose of promoting successful transition ○ Briefly describe the practice <ul style="list-style-type: none"> ○ major components (e.g., “students were taught 7 self-advocacy steps”) ○ important features (e.g., role play, picture cues) ○ think 1-3 sentences or a bulleted list ○ if more than one Taxonomy* code associated, clearly indicate which part of the intervention (component on the list) goes with which code <ul style="list-style-type: none"> ▪ description of component of practice, CODE ▪ description of next component, CODE ○ generally there will be one: one correspondence between a component of a practice and code; however, there may be particular features of a practice (e.g. explicit instruction) that should be included in a description, but will not have an associated Taxonomy code ○ Practices will be coded by the Taxonomy*, and will be noted as supported by positive results (“+”) or lack of support (“-“ [negative results associated with practice])

	<ul style="list-style-type: none"> ○ Identify the practice/intervention according to the first, second (when possible), and third (when possible) levels of the taxonomy and identify an “other” category, if the practice is a transition practice or predictor of postschool outcomes, that is not identified by the Taxonomy ○ Caution: There may be a tendency by reviewers to over identify practices under the Taxonomy area of Program Structure. Therefore, alert NSTTAC staff (Catherine Fowler or David Test) if an article requires a code under program structure because it is explicitly linked to policies, procedures, curricula or other systems of a school, district, or state, so that another reviewer may validate. ○ IVs described thoroughly related to transition services or post-school outcomes will be identified as “other”, even when they cannot be organized within the Taxonomy for Transition Programming (e.g., academic interventions, demographic characteristics). Every effort will be made to align practices with the Taxonomy, but consistent with the purpose of this literature review descriptions of practices that support successful transition should not be “lost” because it does not match a Taxonomy level <ul style="list-style-type: none"> ▪ Described thoroughly = described in enough detail to identify as a transition service or predictor of post-school outcomes (a) in conjunction with the Taxonomy*, or (b) due to a clear link to post-school outcomes in the study
<p>Independent/ Predictor Variable or Practice</p> <p>Entering Other Information</p>	<ul style="list-style-type: none"> ○ The transition service can be inferred as such <i>by the reviewer</i>, based on consistency with other described transition practices in the literature (e.g., Taxonomy categories, student involvement in transition planning, transition assessment, secondary school work experiences) or the dependent variables are associated with successful transition or postschool outcomes (e.g., graduation, post-school employment, level of participation in transition planning) AND/OR <i>the author states</i> that the practice described is for the purpose of promoting successful transition ○ Identify the practice/intervention according to the first, second (when possible), and third (when possible) levels of the taxonomy and identify an “other” category, if the practice is a transition practice or predictor of postschool outcomes, that is not identified by the Taxonomy ○ Reviewers will include information on Program Structure, for future reference, but will not code studies by this level of the Taxonomy, due to potential for skewing the results based on (a) a tendency to perceive many practices as having a potential relationship to Program Structure, and (b) the expectation that very few articles deliberately describe practices as Program Structure ○ If published curriculum, please check and record any of the information available regarding name, publisher/website, and cost ○ Length of intervention: State the length in number of days, weeks, months, or years as stated by the authors. This is the length of time of the intervention only. ○ Regarding several factors associated with the Independent Variable: Not identified = not addressed, Unclear = addressed by author, but variable, inexact, or unclear, NA = not an intervention, therefore question regarding this aspect is not applicable ○ Intervention delivered by: Indicate the type of person (e.g., researcher, teacher, para-professional, speech therapist) ○ Costs of intervention: Only if stated by the author, not assumed by the reviewer ○ Barriers to providing intervention: Check this box if in the <i>reviewer’s judgment</i> problems appear to be a barrier to implementing the intervention. Find the best

	information about barriers in the Discussion or Limitations sections near the end of the study narrative. Indicate if the authors do not state that a barrier existed, but do identify limitations in the Discussion section**
Dependent / Outcome Variable	<ul style="list-style-type: none"> ○ List the variable(s) measured in quantitative intervention studies, variables affected in correlational and survey research, and the phenomena questioned for qualitative studies ○ Expert opinion articles will not have information recorded in this box ○ Some studies may be included in the review because the dependent variable (e.g., a work-related behavior, attending postsecondary education) is associated with the Taxonomy*, rather than the independent variable (e.g., picture cue task analysis, a demographic variable). In these cases, (a) list the code associated with the IV as “other, _____ (e.g., academic skill, demographic, generic instructional practice)”, (b) note “see DV for Taxonomy code”, and (c) list the Taxonomy code with each relevant DV definition (e.g. appropriate social responses to coworkers, defined as [2A2])
Measures	<ul style="list-style-type: none"> ○ List each measure/ assessment (how measured) that correspond to the DVs (what’s measured) listed in the previous box, as well as timing of measures <ul style="list-style-type: none"> ○ If there are 3 DVs, there should be 3 Measures and for each measure boxes <i>F1a – F1c</i> should be considered ○ If commercial indicate name/ author/ year ○ If researcher developed, briefly describe process (e.g., observation, permanent product, interview), format (checklist, rubric), and who recorded, as well as other information featured by author ○ Indicate if inter-rater reliability data for EACH instrument was above the %s noted (Gersten et al., 2005; Horner et al., 2005) ○ Record if technical adequacy data (content validity, construct validity, test/retest reliability) for instruments is reported by authors
Outcomes/ Results	<ul style="list-style-type: none"> ○ Begin with check boxes then record additional brief summary of results/ findings ○ Report results for each DV recorded (when applicable) ○ Positive or negative results associated with IV/ Predictor Variable affect coding of those variable in association with the Taxonomy* ○ Provide brief overview of outcomes/ dependent variable <ul style="list-style-type: none"> ○ “All students demonstrated increases in purchasing skills after the intervention” ○ “3 of 5 students demonstrated...” ○ “There was no significant difference in...” ○ Maintenance (<i>G3</i>)– may need to look at graphs if single-subject studies for this information to determine length of time (<i>G3b</i>) post IV ○ Check postsecondary goal area(s) associated with the practice described (or DV in such cases) – will usually check something here (<i>G5 – G7</i>) ○ Check postsecondary goal area(s) only when postschool/ longitudinal data are provided that explicitly link the practice to these areas (<i>G8 – G10</i>) <ul style="list-style-type: none"> ○ areas represent the three post-secondary goal areas addressed in data collection for Indicator 13 of the Part B Annual Performance Reports required of states by OSEP (education/training, employment, and independent living, when appropriate)