

Aligning Evidence-Based Practices and Predictors for Post-School Success

The following table illustrates evidence-based practices that support implementation of in-school predictors of post-school success. Column 1, *Predictor*, lists the name of the predictor identified through ongoing reviews of rigorous correlational research. (See <http://nsttac.org/content/predictor-resources>.) Column 2, *Related EBPs*, lists examples of evidence-based practices that could be used to support implementation of the predictor. Column 3, *Additional Resources*, includes links to additional resources that could assist in planning for program improvement. This resource is intended to assist in action planning as a result of a team's use of the *Predictor Implementation Self-Assessment* tool located at psocenter.org and nsttac.org.

Disclaimer: Items in columns 1 and 2 have an evidence-base and can be located at nsttac.org. *Additional Resources* (column 3) may or may not include research to support their effectiveness.

Predictor	Related EBPs at www.nsttac.org	Additional Resources
Career Awareness	<ul style="list-style-type: none"> Using Extended Career Planning Services after Graduation Using the <i>Self-Determined Learning Model of Instruction</i> 	<ul style="list-style-type: none"> Youth to Work Coalition activities: www.nsttac.org Transition Assessment Toolkit: www.nsttac.org Transition Assessment Reviews: www.transitioncoalition.org Guidance on career development activities: www.ncwd-youth.info Information on volunteer opportunities and programs for youth: www.nationalservice.org or search for volunteer opportunities in your local communities
Occupational Courses	Practices to teach academic skills: <ul style="list-style-type: none"> Using Mnemonic Strategies Using Peer-Assisted Instruction Using Self-Management Using Visual Displays 	<ul style="list-style-type: none"> Resources from the Association on Career and Technical Education regarding career clusters and curricular supports: www.careertech.org and www.acteonline.org Suggestions for embedding career awareness activities in academic instruction at the CCSS Transition Think Tank: www.nsttac.org Resources on Universal Design for Learning and the Common Core State Standards: www.udlcenter.org and http://www.corestandards.org/

Predictor	Related EBPs at www.nsttac.org	Additional Resources
	<ul style="list-style-type: none"> Using Technology-Based Interventions 	
Paid Employment/Work Experience	<ul style="list-style-type: none"> Using Community-Based Instruction to teach employment skills and safety skills (transportation) Using Response Prompting to teach employment skills Using Mnemonic Strategies to teach job application completion <p>Practices to teach specific job skills:</p> <ul style="list-style-type: none"> Using Computer-Assisted Instruction Using Constant Time Delay Using Self-Management 	<ul style="list-style-type: none"> Youth to Work Coalition activities: www.nsttac.org Resources regarding internships, apprenticeships, and employee mentors: www.ncwd-youth.info Resources from US Business Leadership Network: www.usbln.org Resources from www.transcen.org regarding employment preparation and support For developments regarding Employment First initiatives through the National Governors Association http://www.dol.gov/odep/topics/EmploymentFirst.htm Youth Rules: Preparing the 21st Century Workforce: http://www.youthrules.dol.gov/
Vocational Education	<p>Practices to teach academic skills:</p> <ul style="list-style-type: none"> Using Mnemonic Strategies Using Peer Assisted Instruction Using Self-Management 	<ul style="list-style-type: none"> Resources from Career and Technical Education regarding career clusters and curricular supports: www.careertech.org and www.acteonline.org Suggestions for embedding career awareness activities in academic instruction at the CCSS Transition Think Tank: www.nsttac.org Resources on Universal Design for Learning and the Common Core State Standards: www.udlcenter.org and

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	<ul style="list-style-type: none"> • Using Visual Displays • Using Technology Based Interventions <p>Practices to teach social skills:</p> <ul style="list-style-type: none"> • Using Response Prompting • Using Self-Management • Using Simulations 	<p>http://www.corestandards.org/</p>
Work Study		<ul style="list-style-type: none"> • Resources from the Career and Technical Education: www.caretech.org • Youth to Work Coalition Resources: www.nsttac.org • Examples of two work study programs: http://www.ytporegon.org/ and http://www.bridgestowork.org
Community Experiences	<ul style="list-style-type: none"> • Using Community-Based Instruction 	<ul style="list-style-type: none"> • Resources regarding travel training and accessible transportation: www.projectaction.org • Information on volunteer opportunities and programs for youth at www.nationalservice.org or search for volunteer opportunities in your local communities • For information about Community-Based Instruction: http://www.project10.info/DetailPage.php?MainPageID=158
Exit Exam Requirements/ High School Diploma Status	<p>Practices to teach academic skills:</p> <ul style="list-style-type: none"> • Using Mnemonic Strategies 	<ul style="list-style-type: none"> • See updated resources on research-based practices to teach academic skills from NSTTAC (in development, November, 2013) • Resources on school completion and dropout prevention at www.ndpc-sd.org and www.dropoutprevention.org

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	<ul style="list-style-type: none"> • Using Peer-Assisted Instruction • Using Self-Management • Using Visual Displays • Using Technology-Based Interventions 	<ul style="list-style-type: none"> • Resources on college and career preparation for all students including students with disabilities in the products and resources at www.ccrscenter.org and http://www.betterhighschools.org/CCR/documents/NHSC_CCROrganizerIntroBrief_2012.pdf
Inclusion in General Education	Practices to teach academic skills: <ul style="list-style-type: none"> • Using Mnemonic Strategies • Using Peer-Assisted Instruction • Using Self-Management • Using Visual Displays • Using Technology-Based Interventions • Using the <i>Self-Determined Learning Model of Instruction</i> 	<ul style="list-style-type: none"> • Carter et al., 2013 published in <i>Teaching Exceptional Children</i> on peer network strategies: <i>Peer Network Strategies to Foster Social Connections Among Adolescents With and Without Severe Disabilities</i>. Nov/Dec. 2013 • Resources for the SDLMI: http://www.beachcenter.org/wisdom_based_action/the_self-determined_learning_model_of_instruction/default.aspx
Program of Study		<ul style="list-style-type: none"> • Examples of courses of study connected to postsecondary goals at www.nsttac.org under <i>Examples and Nonexamples for Indicator 13</i>. • Information on 16 Career Clusters and courses of study: www.careertech.org • Information on High School and High Tech: www.ncwd-youth.info at the HSHT tab • Example of alignment of high school to community college pathways

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Predictor	Related EBPs at www.nsttac.org	Additional Resources
		for California: www.statewidepathways.org
Self-Care/Independent Living Skills	<p>Practices to teach functional life skills (general)</p> <ul style="list-style-type: none"> • Using Backward Chaining • Using Constant Time Delay • Using Forward Chaining • Using Progressive Time Delay • Using Self-Monitoring Instruction • Using Simultaneous Prompting • Using Least-to-Most or Most-to-Least Prompting Systems • Using Total Task Chaining <p>Additional practices to teach banking:</p> <ul style="list-style-type: none"> • Using Community Based Instruction • Using Simulations <p>Using Community Based</p>	<ul style="list-style-type: none"> • Lesson plan starters: www.nsttac.org

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	<p>Instruction to teach community integration</p> <p>Additional practices to teach food preparation:</p> <ul style="list-style-type: none"> • Using Computer Assisted Instruction • Using Response Prompting • Using Video Modeling <p>Additional practices to teach grocery shopping:</p> <ul style="list-style-type: none"> • Using Computer Assisted Instruction • Using Community Based Instruction • Using Response Prompting <p>Additional practices to teach home maintenance skills:</p> <ul style="list-style-type: none"> • Using Response Prompting • Using Video Modeling <p>Using Response Prompting to teach laundry skills</p>	

Predictor	Related EBPs at www.nsttac.org	Additional Resources
	<p>Using Community Based Instruction to teach safety skills</p> <p>Using One More Than Strategy to teach Counting Money</p> <p>Additional Practices to teach purchasing:</p> <ul style="list-style-type: none"> • Using Community Based Instruction • Using the One More Than Strategy • Using Response Prompting • Using Simulations 	
Self-Determination Skills	<ul style="list-style-type: none"> • Using the <i>Self-Determined Learning Model of Instruction</i> • Using <i>Whose Future Is It?</i> <p>Practices to teach student participation in the IEP planning process:</p> <ul style="list-style-type: none"> • Using <i>Whose Future Is It?</i> 	<ul style="list-style-type: none"> • Lesson plan starters for component skills of self-determination (e.g., choice-making, goal-setting, self-advocacy) at www.nsttac.org • Resources at the Zarrow Center at University of Oklahoma: http://www.ou.edu/content/education/centers-and-partnerships/zarrow.html • Resources at the Beach Center on Disability at the University of Kansas: http://www.beachcenter.org/default.aspx?JScript=1

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	<ul style="list-style-type: none"> • Using <i>Check and Connect</i> • Using computer assisted instruction • Using <i>the Self-Advocacy Strategy</i> • Using <i>the Self-Directed IEP</i> • Using Other Published Curricula 	
Social Skills	<p>Practices to teach social skills:</p> <ul style="list-style-type: none"> • Using Response Prompting • Using Self-Management • Using Simulations <p>Practices to teach communication skills:</p> <ul style="list-style-type: none"> • Using Least-to-Most Prompting • Using Community-Based Instruction 	<ul style="list-style-type: none"> • Carter et al., 2013 published in <i>Teaching Exceptional Children</i> on peer network strategies: <i>Peer Network Strategies to Foster Social Connections Among Adolescents With and Without Severe Disabilities</i>. Nov/Dec. 2013 • Autism Internet Modules include evidence-based practices to teach social and communication skills: http://www.autisminternetmodules.org/user_mod.php
Interagency Collaboration		<ul style="list-style-type: none"> • Information regarding community resource mapping at www.transcen.org and from The Hamilton Fish Institute on School and Community Violence: http://gwired.gwu.edu/hamfish & Regional Educational Laboratory Northwest: http://educationnorthwest.org/ • Additional resources through the Wisconsin Department of Public Instruction’s website regarding functional interagency agreements and

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		collaborative work: http://sped.dpi.wi.gov/sped_transition • Annotated Bibliography of research and resources: http://nsttac.org/content/interagency-collaboration-annotated-bibliography
Parental Expectations	<ul style="list-style-type: none"> Using Training Modules 	<ul style="list-style-type: none"> Resources from Regional Parent Technical Assistance Centers and statewide parent training and information centers: http://www.parentcenternetwork.org/ Resources for youth and their families in transition in Michigan: http://www.mifuturebuilder.com/ Resources specifically for families remain available through the website of the Technical Assistance on Transition and the Rehabilitation Act: http://www.pacer.org/tatra/
Parental Involvement	<ul style="list-style-type: none"> Using Training Modules 	<ul style="list-style-type: none"> Transition Planning Folder developed through the Ohio State Transition Improvement Grant: http://www.nsttac.org/content/transition-planning-folder-mapping-out-your-childs-transition Resources from Regional Parent Technical Assistance Centers and statewide parent training and information centers: http://www.parentcenternetwork.org/ Resources for youth and their families in transition in Michigan at http://www.mifuturebuilder.com/ Resources specifically for families remain available through the website of the Technical Assistance on Transition and the Rehabilitation Act: http://www.pacer.org/tatra/
Student Support	<ul style="list-style-type: none"> Using Check & Connect Using Peer Assisted 	<ul style="list-style-type: none"> Information on mentoring programs through www.ncwd-youth.info Examples for linking students with community and school supports

Predictor	Related EBPs at www.nsttac.org	Additional Resources
	Instruction to teach academic skills	through quality transition services and planning activities: www.nsttac.org under <i>Examples and Nonexamples for Indicator 13</i> <ul style="list-style-type: none"> • Resources and information regarding mental health and secondary transition through the IDEA Partnership’s Community of Practice on Transition: www.sharedwork.org – a workgroup on Mental Health and Transition • Check & Connect: http://checkandconnect.umn.edu/model/default.html
Transition Program		<ul style="list-style-type: none"> • Information regarding 18 – 21 programs and dual enrollment programs are available: www.thinkcollege.net • Modules and resources on transition programs are also available: www.transitioncoalition.org • Annotated Bibliography of research on comprehensive transition programs: http://www.nsttac.org/content/comprehensive-transition-programs • Examples of two programs identified in the above annotated bibliography are available: http://www.ytporegon.org/ and http://www.bridgestowork.org

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