

Using the Research Base to Guide Professional Practice in Secondary Transition: Identifying Evidence-Based Practices

Directions: Use this rating scale to guide your educational decision-making. Circle the number that best represents your professional judgment. Total the points at the end. 13-16 points = Use with Confidence; 9-12 points = Use with Caution; 5-8 points = Use as a Last Resort; 0-4 points = DO NOT USE

1. Has the practice been published in a peer-reviewed journal or by a panel of independent experts in the field of secondary transition? <ul style="list-style-type: none"> Journal has an editorial board (go to journal website) (e.g., <i>Exceptional Children</i>, <i>Career Development for Exceptional Individuals</i>, <i>Intervention in School and Clinic</i>, <i>Teaching Exceptional Children</i>, <i>Journal of Special Education</i>) 	YES 1	No 0		
2. If published in a peer-reviewed journal, what type of article was it? <ul style="list-style-type: none"> Experimental study = group (i.e., between groups, within groups, mixed); single-subject (i.e., ABAB reversal design, multiple probe, multiple baseline, alternating treatments) Expert opinion = no experiment Practitioner article = no experiment (e.g., how to) 	Experimental Study 2	Expert Opinion 1	How to article 0	
3. Did the intervention work?	YES 1	No 0		
4. Does the practice have support by multiple studies and several different groups of researchers in multiple geographic locations?	YES 1	No 0		
5. Is the practice considered an evidence-based, research-based, promising, or emerging practice? <ul style="list-style-type: none"> Evidence-based - Used rigorous research designs; demonstrated a record of success for improving student outcomes; undergone systematic review process using quality indicators to evaluate level of evidence Research-based – Used rigorous research designs; demonstrated a record of success for improving student outcomes Promising - Developed based on research; demonstrated limited success for effectiveness; have used a ‘weak’ research design Emerging - Not based on research; no data have been collected; based on Anecdotal evidence and professional judgment exists 	Evidence-Based 3	Research-Based 2	Promising 1	Emerging 0
6. Does the practice relate to predictors of post-school outcomes for students with disabilities? <ul style="list-style-type: none"> Career awareness; community experiences; exit exam requirements/high school diploma status; inclusion in general education; interagency collaboration; occupational courses; paid employment/work experience; parental involvement; program of study; self-advocacy/self-determination; self-care/independent living skills; social skills; student support; transition program; vocational education; work study 	YES 2	Somewhat 1	No 0	
7. Does the practice relate to the principles of secondary transition as stated in Kohler’s Taxonomy for Transition Programming? <ul style="list-style-type: none"> Student-focused planning Student development Family involvement Interagency collaboration Program structure 	YES 2	Somewhat 1	No 0	
8. Has the practice been effective for the population of students I am working with?	YES 2	Somewhat 1	No 0	
9. Can the practice be individualized and adapted to fit the unique needs of my students?	YES 2	Somewhat 1	No 0	
TOTAL POINTS				



