

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

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
	<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

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
	<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	<p>Practices to teach academic skills:</p> <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

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
		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

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
	<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

Predictor	Related EBPs at www.nsttac.org	Additional Resources
	<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

Disclaimer: Items in columns 1 and 2 have an evidence-base and can be located at [nsttac.org](http://www.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
		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

This document was developed by The National Secondary Transition Technical Assistance Center, Charlotte, NC (funded by Cooperative Agreement Number Grant # H326J11001) with the U.S. Department of Education and the National Post-School Outcomes Center, Eugene, Oregon, (funded by Cooperative Agreement Number H326U090001) with the U.S. Department of Education, Office of Special Education and Rehabilitative Services. This document has been reviewed and approved by the Office of Special Education Programs. Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Department of Education. OSEP Project Officers: Dr. Selete Avoke and Dr. Marlene Simon-Burroughs.

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.