

## Effective Practices and Predictors of Post-School Success

NTACT is charged with assisting stakeholders in implementing evidence-based and promising practices and predictors that promote positive post-school outcomes for all students with disabilities. Effective practices and predictors have been identified based on the amount, type, and quality of the research conducted, and are labeled as either (a) evidence-based, (b) research-based, or (c) promising. Currently NTACT is not identifying “unestablished” practices, but recognizes there are practices in the field for which there is not yet evidence of effectiveness.

The following table describes effective practices (based on experimental research) and predictors (based on correlational research) around the five core transition services that were outlined in the previous section. To learn more about EBPS and predictors follow the links below to the NTACT website.

## Best Practices for Pre-Employment Transition Services

Recently a GAO-18-502 report titled “[Students with Disabilities: Additional Information from Education Could Help States Provide Pre-Employment Transition Services](#)” noted states indicated the need for “additional assistance with identifying best practices” (p. 26). The following table from OSERS’ National Technical Assistance Center on Transition (NTACT) [Competitive Integrated Employment Toolkit](#) provides a starting point for state and local Vocational Rehabilitation and Special Education agencies. (Note: An asterisk \* denotes examples of job exploration counseling that can be provided by VR under pre-employment transition services)

<b>Job Exploration Counseling</b> Job Exploration Counseling, or Career counseling/ guidance includes a wide variety of activities which help students explore career options and opportunities available. Job exploring options are intended to foster motivation, consideration of opportunities and informed decision-making.	
<b>*Career Speakers</b>	
Promising Practices <ul style="list-style-type: none"> <li>• <a href="#">Career Exploration Services</a></li> </ul>	Predictors <ul style="list-style-type: none"> <li>• <a href="#">Career Awareness</a></li> </ul>
<b>Career Student Organization</b>	
Research-Based Practices <ul style="list-style-type: none"> <li>• <a href="#">Adult Advocate for dropout prevention</a></li> <li>• <a href="#">Career exploration to increase career search efficacy</a></li> </ul>	Predictors <ul style="list-style-type: none"> <li>• <a href="#">Career Awareness</a></li> <li>• <a href="#">Youth Autonomy and Decision Making</a></li> <li>• <a href="#">Vocational or Career &amp; Technical Education</a></li> <li>• <a href="#">Occupational Courses</a></li> </ul>

<b>Career Vocational Assessment</b>	
Promising Practices <ul style="list-style-type: none"> <li>• <u>Supported Employment</u></li> <li>• <u>Career Exploration Services</u></li> <li>• <u>Career exploration to increase career search efficacy</u></li> </ul>	Predictors <ul style="list-style-type: none"> <li>• <u>Career Awareness</u></li> <li>• <u>Occupational Courses</u></li> <li>• <u>Community Experiences</u></li> <li>• <u>Vocational Education</u></li> </ul>
<b>Course of Study Alignment with Career</b>	
Evidenced-Based Practices <ul style="list-style-type: none"> <li>• <u>Published curricula to teach student involvement in the IEP</u></li> </ul>	Predictors <ul style="list-style-type: none"> <li>• <u>Career Awareness</u></li> <li>• <u>Occupational Courses</u></li> <li>• <u>Program of Study</u></li> <li>• <u>Transition Program</u></li> <li>• <u>Vocational Education</u></li> </ul>
<b>Discovery</b>	
Promising Practices <ul style="list-style-type: none"> <li>• <u>Whose Future is it Anyway? To teach self-determination</u></li> </ul>	Predictors <ul style="list-style-type: none"> <li>• <u>Career Awareness</u></li> <li>• <u>Transition Program</u></li> <li>• <u>Community Experiences</u></li> <li>• <u>Parent/Family Involvement</u></li> <li>• <u>Parent Expectations</u></li> </ul>
<b>Informational Interviews</b>	
Promising Practices <ul style="list-style-type: none"> <li>• <u>Community based instruction to teach communication skills</u></li> <li>• <u>Video Modeling to teach interviewing skills</u></li> <li>• <u>Career Exploration Services</u></li> </ul>	Predictors <ul style="list-style-type: none"> <li>• <u>Career Awareness</u></li> <li>• <u>Community Experiences</u></li> </ul>
<b>*Interest and Ability Inventories</b>	
Promising Practices <ul style="list-style-type: none"> <li>• <u>Career Exploration Services</u></li> </ul>	Predictors <ul style="list-style-type: none"> <li>• <u>Career Awareness</u></li> <li>• <u>Transition Program</u></li> </ul>
<b>Job Shadowing</b>	
Research-Based Practices <ul style="list-style-type: none"> <li>• <u>Career Exploration Services</u></li> <li>• <u>Community Based instruction to teach communication skills</u></li> <li>• <u>Community Based instruction to teach community integration skills</u></li> </ul>	Predictors <ul style="list-style-type: none"> <li>• <u>Career Awareness</u></li> <li>• <u>Occupational Courses</u></li> <li>• <u>Work Study</u></li> </ul>
<b>*Labor Market Statistic and Trends</b>	
Promising Practices <ul style="list-style-type: none"> <li>• <u>Career Exploration Services</u></li> </ul>	Predictors <ul style="list-style-type: none"> <li>• <u>Career Awareness</u></li> </ul>

<p><b>Work Based Learning</b></p> <p>Work Based Learning (WBL) is an educational approach or instructional methodology that uses the workplace or real work to provide students with the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities. These opportunities are meant to engage, motivate, and augment the learning process and should be provided in the most integrated setting possible.</p>	
<p><b>*Apprenticeships</b></p>	
<p>Research Based Practices</p> <ul style="list-style-type: none"> <li>• <u>Response Prompting to teach Employment Skills</u></li> <li>• <u>Self-Management Instruction to teach Job specific skills</u></li> </ul>	<p>Predictors</p> <ul style="list-style-type: none"> <li>• <u>Career Awareness</u></li> <li>• <u>Community Experiences</u></li> <li>• <u>Vocational Education</u></li> <li>• <u>Work Study</u></li> </ul>
<p>Promising Practices</p> <ul style="list-style-type: none"> <li>• <u>Computer Assisted Instruction to teach job skills</u></li> <li>• <u>Teaching employment skills using community based instruction</u></li> <li>• <u>Using an extension of services after graduation to promote increased financial skills</u></li> <li>• <u>Using Least to Most Prompts to teach specific job skill</u></li> <li>• <u>DARS Force</u></li> </ul>	
<p><b>*Business Mentors</b></p>	
<p>Research-Based Practices</p> <ul style="list-style-type: none"> <li>• <u>Supported Employment</u></li> <li>• <u>Impact of counselor education and consumer outcomes</u></li> <li>• <u>Adult Advocate for dropout prevention</u></li> </ul> <p>Promising Practices</p> <ul style="list-style-type: none"> <li>• <u>Strong Business Model</u></li> </ul>	<p>Predictors</p> <ul style="list-style-type: none"> <li>• <u>Career Awareness</u></li> <li>• <u>Occupational Courses</u></li> <li>• <u>Community Experiences</u></li> </ul>
<p><b>*Career Mentorship</b></p>	
<p>Research Based Practices</p> <ul style="list-style-type: none"> <li>• <u>Response Prompting to teach Employment Skills</u></li> <li>• <u>Self-Management Instruction to teach Job specific skills</u></li> <li>• <u>Adult Advocate for dropout prevention</u></li> </ul>	<p>Predictors</p> <ul style="list-style-type: none"> <li>• <u>Community Experiences</u></li> <li>• <u>Career Awareness</u></li> <li>• <u>Work Study</u></li> </ul>

<p>Promising Practices</p> <ul style="list-style-type: none"> <li>• <u>Computer Assisted Instruction to teach job skills</u></li> <li>• <u>Using an extension of services after graduation to promote increased financial skills</u></li> <li>• <u>Career exploration to increase career search efficacy</u></li> </ul>	
<p><b>*Career Related Competitions</b></p>	
<p>Research Based</p> <ul style="list-style-type: none"> <li>• <u>Simulation to teach social skills</u></li> <li>• <u>Self-monitoring to teach functional life skills</u></li> </ul> <p>Promising Practices</p> <ul style="list-style-type: none"> <li>• <u>Computer Assisted Instruction to teach job skills</u></li> </ul>	<p>Predictors</p> <ul style="list-style-type: none"> <li>• <u>Career Awareness</u></li> <li>• <u>Vocational Education</u></li> <li>• <u>Vocational or Career &amp; Technical Education</u></li> </ul>
<p><b>*Informational Interviews</b></p>	
<p>Research Based Practices</p> <ul style="list-style-type: none"> <li>• <u>Community based instruction to teach communication skills</u></li> </ul> <p>Promising Practices</p> <ul style="list-style-type: none"> <li>• <u>Video Modeling to teach interviewing skills</u></li> <li>• <u>Career Exploration Services</u></li> </ul>	<p>Predictors</p> <ul style="list-style-type: none"> <li>• <u>Community Experiences</u></li> <li>• <u>Career Awareness</u></li> <li>• <u>Paid Employment/Work Experiences</u></li> <li>• <u>Work Study</u></li> </ul>
<p><b>*Internships</b></p>	
<p>Research Based Practices</p> <ul style="list-style-type: none"> <li>• <u>Response Prompting to teach Employment Skills</u></li> <li>• <u>Community based instruction to teach communication skills</u></li> </ul> <p>Promising Practices</p> <ul style="list-style-type: none"> <li>• <u>Computer Assisted Instruction to teach job skills</u></li> <li>• <u>Teaching employment skills using community based instruction</u></li> <li>• <u>Using an extension of services after graduation to promote increased financial skills</u></li> <li>• <u>Using Least to Most Prompts to teach specific job skill</u></li> </ul>	<p>Predictors</p> <ul style="list-style-type: none"> <li>• <u>Community Experiences</u></li> <li>• <u>Career Awareness</u></li> <li>• <u>Paid Employment/Work Experiences</u></li> <li>• <u>Work Study</u></li> </ul>

<b>Job Clubs</b>	
<p>Research-Based Practices</p> <ul style="list-style-type: none"> <li>• <u>Community Based instruction to teach communication skills</u></li> <li>• <u>Simulation to teach social skills</u></li> </ul> <p>Promising Practices</p> <ul style="list-style-type: none"> <li>• <u>Take Action: making goals happen curriculum to teach goal-setting and attainment</u></li> <li>• <u>Video Modelling to teach interviewing skills to students with autism</u></li> <li>• <u>Career Exploration Services</u></li> </ul>	<p>Predictors</p> <ul style="list-style-type: none"> <li>• <u>Career Awareness</u></li> <li>• <u>Self-Advocacy/Self determination</u></li> </ul>
<b>Job Shadowing</b>	
<p>Research Based Practices</p> <ul style="list-style-type: none"> <li>• <u>Response Prompting to teach Employment Skills</u></li> <li>• <u>Self-Management Instruction to teach Job specific skills</u></li> <li>• <u>Career Exploration Services</u></li> <li>• <u>Community Based instruction to teach communication skills</u></li> <li>• <u>Community Based instruction to teach community integration skills</u></li> </ul> <p>Promising Practices</p> <ul style="list-style-type: none"> <li>• <u>Computer Assisted Instruction to teach job skills</u></li> <li>• <u>Teaching employment skills using community based instruction</u></li> <li>• <u>Using Least to Most Prompts to teach specific job skill</u></li> </ul>	<p>Predictors</p> <ul style="list-style-type: none"> <li>• <u>Community Experiences</u></li> <li>• <u>Career Awareness</u></li> <li>• <u>Paid Employment/Work Experiences</u></li> <li>• <u>Work Study</u></li> </ul>
<b>*Non-paid Work Experience</b>	
<p>Research Based Practices</p> <ul style="list-style-type: none"> <li>• <u>Self-Management Instruction to teach Job specific skills</u></li> <li>• <u>Community Based Instruction to teach communication skills</u></li> <li>• <u>Response prompting to teach employment skills</u></li> </ul>	<p>Predictors</p> <ul style="list-style-type: none"> <li>• <u>Career Awareness</u></li> <li>• <u>Community Experiences</u></li> <li>• <u>Work Study</u></li> <li>• <u>Parent Expectations</u></li> <li>• <u>Travel Skills</u></li> </ul>

<p>Promising Practices</p> <ul style="list-style-type: none"> <li>• <u>Computer Assisted Instruction to teach job skills</u></li> <li>• <u>Teaching employment skills using community based instruction</u></li> <li>• <u>Community Based Instruction to teach employment skills</u></li> <li>• <u>Using Least to Most Prompts to teach specific job skill</u></li> <li>• <u>Soft skills training</u></li> </ul>	
<b>*On-the-job Training</b>	
<p>Research Based Practices</p> <ul style="list-style-type: none"> <li>• <u>Response Prompting to teach Employment Skills</u></li> </ul> <p>Promising Practices</p> <ul style="list-style-type: none"> <li>• <u>Computer Assisted Instruction to teach job skills</u></li> <li>• <u>Teaching employment skills using community based instruction</u></li> <li>• <u>Using Least to Most Prompts to teach specific job skill</u></li> <li>• <u>Embedded Training Program</u></li> </ul>	<p>Predictors</p> <ul style="list-style-type: none"> <li>• <u>Community Experiences</u></li> <li>• <u>Vocational Education</u></li> <li>• <u>Work Study</u></li> </ul>
<b>*Paid Employment</b>	
<p>Research Based Practices</p> <ul style="list-style-type: none"> <li>• <u>Supported Employment for competitive integrated employment</u></li> <li>• <u>Self-Management Instruction to teach Job specific skills</u></li> </ul> <p>Promising Practices</p> <ul style="list-style-type: none"> <li>• <u>Using Least to Most Prompts to teach specific job skill</u></li> <li>• <u>Video Prompt to teach office tasks to students with ID</u></li> </ul>	<p>Predictors</p> <ul style="list-style-type: none"> <li>• <u>Community Experiences</u></li> <li>• <u>Paid Employment/Work Experiences</u></li> <li>• <u>Parent Expectations</u></li> <li>• <u>Travel Skills</u></li> <li>• <u>Social Skills</u></li> </ul>
<b>*Service Learning</b>	
<p>Research Based Practices</p> <ul style="list-style-type: none"> <li>• <u>Response Prompting to teach Employment Skills</u></li> <li>• <u>Community Based Instruction to teach communication skills</u></li> </ul>	<p>Predictors</p> <ul style="list-style-type: none"> <li>• <u>Career Awareness</u></li> <li>• <u>Community Experiences</u></li> <li>• <u>Work Study</u></li> <li>• <u>Social Skills</u></li> </ul>

<p>Promising Practices</p> <ul style="list-style-type: none"> <li>• <u>Teaching employment skills using community based instruction</u></li> <li>• <u>Using Least to Most Prompts to teach specific job skill</u></li> <li>• <u>Community based instruction to teach employment skills</u></li> <li>• <u>Soft Skills Training</u></li> <li>• <u>Community Based Instruction to teach communication skills</u></li> <li>• <u>Self-management to teach social skills</u></li> </ul>	
<p><b>*School Work Experience including Student-Led Enterprises</b></p>	
<p>Research Based Practices</p> <ul style="list-style-type: none"> <li>• <u>Self-Management to teach job specific skills</u></li> <li>• <u>Self-Management to teach social skills</u></li> <li>• <u>System of Least-to-Most to teach communication skills</u></li> </ul> <p>Promising Practices</p> <ul style="list-style-type: none"> <li>• <u>Computer Assisted Instruction to teach job skills</u></li> <li>• <u>Using Least to Most Prompts to teach specific job skill</u></li> </ul>	<p>Predictors</p> <ul style="list-style-type: none"> <li>• <u>Career Awareness</u></li> <li>• <u>Work Study</u></li> <li>• <u>Paid Employment/Work Experiences</u></li> <li>• <u>Social Skills</u></li> <li>• <u>Youth Autonomy and Decision Making</u></li> </ul>
<p><b>*Volunteering</b></p>	
<p>Research-Based Practices</p> <ul style="list-style-type: none"> <li>• <u>Community Based Instruction to teach communication skills</u></li> </ul> <p>Promising Practices</p> <ul style="list-style-type: none"> <li>• <u>Computer Assisted Instruction to teach job skills</u></li> <li>• <u>Teaching employment skills using community based instruction</u></li> <li>• <u>Using Least to Most Prompts to teach specific job skill</u></li> <li>• <u>Community based instruction to teach employment skills</u></li> <li>• <u>Soft Skills Training</u></li> <li>• <u>Community Based Instruction to teach communication skills to student</u></li> </ul>	<p>Predictors</p> <ul style="list-style-type: none"> <li>• <u>Career Awareness</u></li> <li>• <u>Vocational Education</u></li> <li>• <u>Parent Involvement</u></li> <li>• <u>Social Skills</u></li> </ul>

<b>*Work-site tours to learn about necessary job skills</b>	
<p>Research-Based Practices</p> <ul style="list-style-type: none"> <li>• <u>Community Based Instruction to teach communication skills</u></li> </ul> <p>Promising Practices</p> <ul style="list-style-type: none"> <li>• <u>Career Exploration Services</u></li> </ul>	<p>Predictors</p> <ul style="list-style-type: none"> <li>• <u>Career Awareness</u></li> <li>• <u>Community Experiences</u></li> </ul>
<p><b>Counseling on Opportunities for Enrollment in Comprehensive Transition or Post-Secondary Education Programs (includes 4 yr., 2 yr. and training programs)</b></p> <p>Maximum flexibility in the career decision making process is important in the early phases of post-secondary education (PSE) planning. This includes gaining an awareness of the wide range of career pathway options and labor market realities and projections.</p>	
<p><b>*Academic Planning</b></p> <ul style="list-style-type: none"> <li>• HS Graduation Pathways that lead to College and Career Readiness</li> <li>• Advising students and parents on academic curricula</li> <li>• Information about course offerings</li> </ul>	
<p>Evidence-Based Practices</p> <ul style="list-style-type: none"> <li>• <u>Published curricula to teach student involvement in the IEP</u></li> <li>• <u>Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment</u></li> </ul>	<p>Predictors</p> <ul style="list-style-type: none"> <li>• <u>Inclusion in General Education</u></li> <li>• <u>Program of Study</u></li> <li>• <u>Parent Expectations</u></li> <li>• <u>Occupational Courses</u></li> <li>• <u>Transition Program</u></li> <li>• <u>Youth Autonomy and Decision Making</u></li> </ul>
<p><b>*Information on Accommodations and Services in Post-Secondary Education</b></p> <ul style="list-style-type: none"> <li>• Resources to support student success in education and training</li> <li>• Plan for and access adult services</li> <li>• Identify technology needs</li> <li>• Documentation of academic accommodations</li> <li>• Accessibility needs</li> </ul>	
<p>Evidence-Based Practices</p> <ul style="list-style-type: none"> <li>• <u>Published curricula to teach student involvement in the IEP</u></li> <li>• <u>Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment</u></li> </ul> <p>Research-Based Practices</p> <ul style="list-style-type: none"> <li>• <u>Interagency Collaboration</u></li> </ul>	<p>Predictors</p> <ul style="list-style-type: none"> <li>• <u>Self-Advocacy/Self-Determination</u></li> <li>• <u>Program of Study</u></li> <li>• <u>Transition Program</u></li> <li>• <u>Interagency Collaboration</u></li> <li>• <u>Parent Involvement</u></li> <li>• <u>Inclusion in General Education</u></li> </ul>



<p><b>*College Affordability Planning</b></p> <ul style="list-style-type: none"> <li>• Completion of FAFSA</li> <li>• Identify financial aid options</li> </ul>	
<p>Evidence-Based Practices</p> <ul style="list-style-type: none"> <li>• <u>Published curricula to teach student involvement in the IEP</u></li> <li>• <u>Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment</u></li> </ul> <p>Promising Practices</p> <ul style="list-style-type: none"> <li>• <u>Work incentive planning and benefits counseling</u></li> </ul>	<p>Predictors</p> <ul style="list-style-type: none"> <li>• <u>Parent Expectations</u></li> <li>• <u>Parent Involvement</u></li> <li>• <u>Self-Advocacy/Self-Determination</u></li> <li>• <u>Students Autonomy/Decision Making</u></li> </ul>
<p><b>*College and Career Exploration and Selection Process</b></p> <ul style="list-style-type: none"> <li>• College Aspirations</li> <li>• Transition from high school graduation to college enrollment</li> <li>• Information about career options</li> <li>• Types of academic and occupational training needed to succeed in the workplace</li> <li>• Postsecondary opportunities associated with career fields or pathways</li> <li>• Attend college fairs and tours</li> <li>• Provide PSE information to family members</li> <li>• Connect PSE resources/services/websites</li> </ul>	
<p>Evidence-Based Practices</p> <ul style="list-style-type: none"> <li>• <u>Published curricula to teach student involvement in the IEP</u></li> <li>• <u>Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment</u></li> </ul> <p>Research-Based Practices</p> <ul style="list-style-type: none"> <li>• <u>Whose Future Is It? to teach self-determination skills</u></li> <li>• <u>Interagency Collaboration</u></li> </ul> <p>Promising Practices</p> <ul style="list-style-type: none"> <li>• <u>Career Exploration Services</u></li> </ul>	<p>Predictors</p> <ul style="list-style-type: none"> <li>• <u>Career Awareness</u></li> <li>• <u>Students Autonomy/Decision Making</u></li> <li>• <u>Self-Advocacy/Self-Determination</u></li> <li>• <u>Parent Expectations</u></li> <li>• <u>Transition Program</u></li> <li>• <u>Program of Study</u></li> <li>• <u>Inclusion in General Education</u></li> <li>• <u>Parent Involvement</u></li> <li>• <u>Interagency Collaboration</u></li> </ul>
<p><b>*Post-Secondary Education Application and Admissions Process</b></p> <p>College application process</p>	
<p>Evidence-Based Practices</p> <ul style="list-style-type: none"> <li>• <u>Published curricula to teach student involvement in the IEP</u></li> <li>• <u>Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment</u></li> </ul>	<p>Predictors</p> <ul style="list-style-type: none"> <li>• <u>Career Awareness</u></li> <li>• <u>Students Autonomy/Decision Making</u></li> <li>• <u>Parent Involvement</u></li> <li>• <u>Self-Advocacy/Self-Determination</u></li> <li>• <u>Transition Program</u></li> </ul>

<p><b>Workplace Readiness Training to Develop Social Skills and Independent Living</b></p> <p>Workplace readiness traits describe a number of skills that employers expect from most employees. Workplace readiness skills are a set of skills and behaviors that are necessary for any job, such as how to interact with supervisors and co-workers; and the importance of timeliness. These skills are sometimes called soft skills, employability skills, or job readiness skills.</p>	
<p><b>*Communication</b></p> <ul style="list-style-type: none"> <li>• Talking/Writing</li> <li>• Active Listening</li> </ul>	
<p>Research Based Practices</p> <ul style="list-style-type: none"> <li>• <u>Self-Advocacy Strategy to Teach Student Involvement in the IEP</u></li> <li>• <u>Simulations to Teach Social Skills</u></li> <li>• <u>Response Prompting to Teach Social Skills</u></li> <li>• <u>Response Prompting to Teach Employment Skills</u></li> </ul> <p>Promising Practices</p> <ul style="list-style-type: none"> <li>• <u>System of least-to-most prompting to teach communication skills</u></li> <li>• <u>Community based instruction to teach communication skills</u></li> <li>• <u>Backward Chaining to teach functional life skills</u></li> <li>• <u>Self-Management to Teach Social Skills</u></li> <li>• <u>Self-Monitoring to teach Functional Skills</u></li> <li>• <u>Computer Assisted Instruction to teach Job Specific Skills</u></li> </ul>	<p>Predictors</p> <ul style="list-style-type: none"> <li>• <u>Work Study</u></li> <li>• <u>Community Experiences</u></li> <li>• <u>Student Support</u></li> <li>• <u>Social Skills</u></li> </ul>
<p><b>*Networking</b></p>	
<p>Research Based Practices</p> <ul style="list-style-type: none"> <li>• <u>Simulations to Teach Social Skills</u></li> <li>• <u>Response Prompting to Teach Social Skills</u></li> </ul> <p>Promising Practices</p> <ul style="list-style-type: none"> <li>• <u>Self-Management to Teach Social Skills</u></li> <li>• <u>Peer Network Interventions to teach social engagement skills</u></li> </ul>	<p>Predictors</p> <ul style="list-style-type: none"> <li>• <u>Social Skills</u></li> <li>• <u>Community Experiences</u></li> <li>• <u>Work Study</u></li> <li>• <u>Parent Involvement</u></li> </ul>

<b>*Orientation and Mobility Skills</b>	
<p>Promising Practices</p> <ul style="list-style-type: none"> <li>• <u>Response prompting to teach travel skills</u></li> </ul>	<p>Predictors</p> <ul style="list-style-type: none"> <li>• <u>Travel Skills</u></li> </ul>
<b>*Financial Literacy</b>	
<p>Evidence Based Practices</p> <ul style="list-style-type: none"> <li>• <u>Using simulation to teach purchasing skills</u></li> <li>•</li> </ul> <p>Research Based Practices</p> <ul style="list-style-type: none"> <li>• <u>Community based instruction to teach purchasing skills</u></li> <li>• <u>Least-to-most prompting to teach purchasing skills</u></li> <li>• <u>One-more-than strategy to teach purchasing skills</u></li> <li>• <u>Response prompting to teach purchasing skills</u></li> </ul> <p>Promising Practices</p> <ul style="list-style-type: none"> <li>• <u>Using Extension of Services after graduation for Financial Literacy</u></li> <li>• <u>Community Based Instruction to teach banking skills</u></li> <li>• <u>Using Simulation to Teach Banking Skills</u></li> <li>• <u>Progressive time delay to teach purchasing skills</u></li> <li>• <u>One-more-than strategy to teach counting money</u></li> <li>• <u>Work incentive planning and benefits counseling</u></li> </ul>	<p>Predictors</p> <ul style="list-style-type: none"> <li>• <u>Community experiences</u></li> <li>• <u>Self-Care/Independent Living Skills</u></li> </ul>
<b>*Problem Solving and Critical Thinking</b>	
<ul style="list-style-type: none"> <li>• Decision Making</li> </ul>	
<p>Evidence Based Practices</p> <ul style="list-style-type: none"> <li>• <u>System of least-to-most prompts to teach functional life skills</u></li> </ul> <p>Promising Practices</p> <ul style="list-style-type: none"> <li>• <u>Self-Management to Teach Social Skills</u></li> </ul>	<p>Predictors</p> <ul style="list-style-type: none"> <li>• <u>Student Support</u></li> <li>• <u>Social Skills</u></li> </ul>

<p>Promising Practices (cont.)</p> <ul style="list-style-type: none"> <li>• <u>Self-Monitoring to teach Functional Skills</u></li> <li>• <u>Self-Determined Learning Model of Instruction to teach goal attainment</u></li> </ul>	
<p><b>*Professionalism</b></p> <ul style="list-style-type: none"> <li>• Enthusiasm and Attitude</li> <li>• Understanding employer expectations for punctuality and performance</li> <li>• Respectful</li> </ul>	
<p>Promising Practices</p> <ul style="list-style-type: none"> <li>• <u>Self-Monitoring to teach Functional Skills</u></li> </ul>	<p>Predictors</p> <ul style="list-style-type: none"> <li>• <u>Social Skills</u></li> <li>• <u>Work Study</u></li> </ul>
<p><b>*Teamwork</b></p> <ul style="list-style-type: none"> <li>• Cooperation</li> <li>• Conflict Resolution</li> <li>• Empathy</li> <li>• Supporting Others</li> </ul>	
<p>Research Based Practices</p> <ul style="list-style-type: none"> <li>• <u>Simulations to Teach Social Skills</u></li> <li>• <u>Response Prompting to Teach Social Skills</u></li> <li>• <u>Self-Advocacy Strategy to Teach Student Involvement in the IEP</u></li> </ul> <p>Promising Practice</p> <ul style="list-style-type: none"> <li>• <u>System of least-to-most prompting to teach communication skills</u></li> <li>• <u>Community based instruction to teach communication skills</u></li> <li>• <u>Self-Management to Teach Social Skills</u></li> <li>• <u>Peer Network Interventions to teach social engagement skills</u></li> </ul>	<p>Predictors</p> <ul style="list-style-type: none"> <li>• <u>Social Skills</u></li> <li>• <u>Community Experiences</u></li> <li>• <u>Student Support</u></li> <li>• <u>Work Study</u></li> </ul>

<p><b>Instruction in Self-Advocacy</b></p> <p>Self-advocacy refers to: an individual's ability to effectively communicate, convey, negotiate or assert his/her own interests and/or desires. Self-determination means that individuals with disabilities have the freedom to plan their own lives, set goals and pursue the things that are important to them and to experience the same life opportunities as other people in their communities. It means understanding one's disability and taking the responsibility for communicating one's needs and desires in a straightforward manner to others.</p>	
<p><b>*Requesting and Utilizing Accommodations</b></p> <ul style="list-style-type: none"> <li>Request accommodations or services and supports</li> </ul>	
<p>Evidence Based Practices</p> <ul style="list-style-type: none"> <li><u>Self-Determined Learning Model of Instruction to teach goal attainment</u></li> </ul>	<p>Predictors</p> <ul style="list-style-type: none"> <li><u>Inclusion in General Education</u></li> <li><u>Self-Advocacy/Self-Determination</u></li> </ul>
<p><b>*Decision Making including supported decision making</b></p>	
<p>Research Based Practices</p> <ul style="list-style-type: none"> <li><u>Whose Future Is It Anyway? to Teach Self- Determination Skills</u></li> <li><u>Self-Directed IEP to teach Student Involvement in the IEP</u></li> </ul> <p>Promising Practices</p> <ul style="list-style-type: none"> <li><u>Computer Assisted Instruction to teach student involvement in the IEP</u></li> </ul>	<p>Predictors</p> <ul style="list-style-type: none"> <li><u>Self-Advocacy/Self-Determination</u></li> <li><u>Self-Care/Independent Living Skills</u></li> </ul>
<p><b>*Disability Disclosure</b></p>	
<p>Evidence Based Practices</p> <ul style="list-style-type: none"> <li><u>Published Curricular to teach Student Involvement in the IEP</u></li> </ul> <p>Research Based Practices</p> <ul style="list-style-type: none"> <li><u>Whose Future Is It Anyway? to Teach Self- Determination Skills</u></li> <li><u>Self-Advocacy Strategy to Teach Student Involvement in the IEP</u></li> <li><u>Self-Directed IEP to teach Student Involvement in the IEP</u></li> </ul>	<p>Predictors</p> <ul style="list-style-type: none"> <li><u>Self-Advocacy/Self-Determination</u></li> <li><u>Self-Care/Independent Living Skills</u></li> </ul>
<p><b>*Goal setting and attainment</b></p>	
<p>Evidence Based Practices</p> <ul style="list-style-type: none"> <li><u>Self-Determined Learning Model of Instruction to teach Goal Attainment</u></li> </ul>	<p>Predictors</p> <ul style="list-style-type: none"> <li><u>Self-Advocacy/Self-Determination</u></li> <li><u>Self-Care/Independent Living Skills</u></li> <li><u>Inclusion in General Education</u></li> </ul>

<p>Research Based Practices</p> <ul style="list-style-type: none"> <li>• <u>Whose Future Is It Anyway? to Teach Self- Determination Skills</u></li> <li>• <u>Self-Directed IEP to teach Student Involvement in the IEP</u></li> <li>• <u>Self-Management to teach Job Specific Skills</u></li> </ul>	
<b>*Leadership Skills (taking a leadership role)</b>	
<p>Evidence Based Practices</p> <ul style="list-style-type: none"> <li>• <u>Published Curricular to teach Student Involvement in the IEP</u></li> </ul> <p>Research Based Practices</p> <ul style="list-style-type: none"> <li>• <u>Whose Future Is It Anyway? to Teach Self- Determination Skills</u></li> <li>• <u>Self-Advocacy Strategy to Teach Student Involvement in the IEP</u></li> <li>• <u>Self-Directed IEP to teach Student Involvement in the IEP</u></li> <li>• <u>Self-Management to teach Job Specific Skills</u></li> </ul> <p>Promising Practices</p> <ul style="list-style-type: none"> <li>• <u>Self-management instruction to teach social skills</u></li> </ul>	<p>Predictors</p> <ul style="list-style-type: none"> <li>• <u>Social Skills</u></li> <li>• <u>Inclusion in General Education</u></li> <li>• <u>Self-Care/Independent Living Skills</u></li> <li>• <u>Vocational or Career &amp; Technical Education</u></li> </ul>
<b>*Peer Mentoring</b>	
<p>Promising Practices</p> <ul style="list-style-type: none"> <li>• <u>Check and Connect to teach student participation in the IEP process</u></li> <li>• <u>Self-management instruction to teach social skills</u></li> <li>• <u>Peer network intervention to teach social engagement skills</u></li> </ul>	<p>Predictors</p> <ul style="list-style-type: none"> <li>• <u>Social Skills</u></li> <li>• <u>Inclusion in General Education</u></li> <li>• <u>Self-Advocacy/Self-Determination</u></li> </ul>
<b>*Personal Rights and Responsibilities</b>	
<p>Evidence Based Practices</p> <ul style="list-style-type: none"> <li>• <u>Published Curricular to teach Student Involvement in the IEP</u></li> </ul> <p>Research Based Practices</p> <ul style="list-style-type: none"> <li>• <u>Whose Future Is It Anyway? to Teach Self- Determination Skills</u></li> <li>• <u>Self-Advocacy Strategy to Teach Student Involvement in the IEP</u></li> <li>• <u>Self-Directed IEP to teach Student Involvement in the IEP</u></li> </ul>	<p>Predictors</p> <ul style="list-style-type: none"> <li>• <u>Self-Advocacy/Self-Determination</u></li> <li>• <u>Self-Care/Independent Living Skills</u></li> </ul>

<p>Promising Practices</p> <ul style="list-style-type: none"> <li>• <u>Computer Assisted Instruction to teach student involvement in the IEP</u></li> </ul>	
<p><b>*Self-awareness and knowledge</b></p> <ul style="list-style-type: none"> <li>• Monitor progress</li> <li>• Identify Independence</li> <li>• Disability Understanding</li> <li>• Self-reflection</li> </ul>	
<p>Evidence Based Practices</p> <ul style="list-style-type: none"> <li>• <u>Published Curricular to teach Student Involvement in the IEP</u></li> <li>• <u>Self-Determined Learning Model of Instruction to teach Goal Attainment</u></li> </ul> <p>Research Based Practices</p> <ul style="list-style-type: none"> <li>• <u>Whose Future Is It Anyway? to Teach Self- Determination Skills</u></li> <li>• <u>Self-Advocacy Strategy to Teach Student Involvement in the IEP</u></li> <li>• <u>Self-Directed IEP to teach Student Involvement in the IEP</u></li> <li>• <u>Self-Management to teach Job Specific Skills</u></li> <li>• <u>Computer Assisted Instruction to teach student involvement in the IEP</u></li> </ul> <p>Promising Practices</p> <ul style="list-style-type: none"> <li>• <u>Self-Monitoring to teach Functional Skills</u></li> <li>• <u>Self-management instruction to teach social skills</u></li> <li>• <u>Community based instruction to teach community integration skills</u></li> </ul>	<p>Predictors</p> <ul style="list-style-type: none"> <li>• <u>Self-Advocacy/Self-Determination</u></li> <li>• <u>Self-Care/Independent Living Skills</u></li> <li>• <u>Inclusion in General Education</u></li> </ul>
<p><b>*Self-determination</b></p> <ul style="list-style-type: none"> <li>• Assertiveness</li> <li>• Intrinsic Motivation</li> <li>• Self-efficacy</li> </ul>	
<p>Evidence Based Practices</p> <ul style="list-style-type: none"> <li>• <u>Published Curricular to teach Student Involvement in the IEP</u></li> <li>• <u>Self-Determined Learning Model of Instruction to teach Goal Attainment</u></li> </ul>	<p>Predictors</p> <ul style="list-style-type: none"> <li>• <u>Self-Advocacy/Self-Determination</u></li> <li>• <u>Inclusion in General Education</u></li> <li>• <u>Self-Care/Independent Living Skills</u></li> <li>• <u>Social Skills</u></li> </ul>

<p>Research Based Practices</p> <ul style="list-style-type: none"><li>• <u>Whose Future Is It Anyway? to Teach Self- Determination Skills</u></li><li>• <u>Self-Advocacy Strategy to Teach Student Involvement in the IEP</u></li><li>• <u>Self-Directed IEP to teach Student Involvement in the IEP</u></li><li>• <u>Self-Management to teach Job Specific Skills</u></li></ul> <p>Promising Practices</p> <ul style="list-style-type: none"><li>• <u>Computer Assisted Instruction to promote student involvement in the IEP meeting</u></li><li>• <u>Self-Monitoring to teach Functional Skills</u></li></ul>	
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<b>Reviewed Resources</b>		
<b>Resource</b>	<b>Content Area</b>	<b>Audience</b>
<p><a href="#">Skills to Pay the Bills: Mastering Soft Skills for Workplace Success (Available in English or Spanish):</a></p> <p>"Skills to Pay the Bills: Mastering Soft Skills for Workplace Success," is a curriculum developed by ODEP focused on teaching "soft" or workforce readiness skills to students, including students with disabilities.</p>	<p>Communication Teamwork Networking Problem Solving and critical thinking Professionalism</p>	<p>Special Education Teacher Vocational Rehabilitation Counselor Transition Specialist</p>
<p><a href="#">Federal Partners in Transition (March, 2016) What to Know About Youth Transition Services for Students with Disabilities.</a></p> <p>This fact sheet provides information and resources about current federal policies effecting youth transition and links to resources effecting workplace readiness and independent living</p>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Problem solving and critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Special Education Teacher</li> <li>• Vocational Rehabilitation Counselor</li> <li>• Transition Specialist Parent</li> </ul>
<p><a href="#">Helping Youth with Learning Disabilities Chart the Course: A Guide for Youth Service Professionals.</a></p> <p>This Info Brief describes challenges faced by students and young adults with learning disabilities as they reach adulthood, while highlighting strategies youth service professionals can implement to help students to transition successfully into the workplace.</p>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Problem solving and critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Special Education Teacher</li> <li>• Vocational Rehabilitation Counselor</li> <li>• Transition Specialist</li> </ul>
<p><a href="#">A Guide to developing Collaborative School- Community-Business Partnerships</a></p> <p>This Guide is designed to provide basic information to enable meaningful and employment outcome oriented collaboration among between school, community and business partners.</p>	<ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Networking</li> <li>• Problem solving and critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Special Education Teacher</li> <li>• Vocational Rehabilitation Counselor</li> <li>• Transition Specialist</li> </ul>

<p><a href="#">Travel Training for Youth with Disabilities</a></p> <p>Provides an overview of and how to implement travel training models in communities.</p>	<ul style="list-style-type: none"> <li>• Problem solving and critical thinking</li> <li>• Orientation and Mobility</li> </ul>	<ul style="list-style-type: none"> <li>▪ Special Education Teacher</li> <li>▪ Vocational Rehabilitation Counselor</li> <li>▪ Transition Specialist</li> <li>▪ Families</li> <li>▪ Students</li> </ul>
<p><a href="#">Quick Guide: Transportation and Travel Instruction</a></p> <p>The NTACTION Quick Guide offers information that helps to address student needs in transportation and travel providing links to resources, curriculum and tools.</p>	<ul style="list-style-type: none"> <li>• Problem solving and critical thinking</li> <li>• Orientation and Mobility</li> </ul>	<ul style="list-style-type: none"> <li>• Special Education Teacher</li> <li>• Vocational Rehabilitation Counselor</li> <li>• Transition Specialist</li> <li>• Families</li> <li>• Students</li> </ul>
<p><a href="#">Cross-Walk of Resources for Implementation of the Five Pre-ETS Areas</a></p> <p>Links to web-based resources are organized using Pre-ETS found in WIOA including, state developed materials and activities.</p>	<ul style="list-style-type: none"> <li>• Interest and ability inventories</li> <li>• Discovery</li> <li>• Informational interviews</li> <li>• Course of study alignment with career</li> <li>• Career vocational assessment</li> <li>• Volunteering</li> </ul>	<ul style="list-style-type: none"> <li>• Administrator</li> <li>• Special Education Teacher</li> <li>• Vocational Rehabilitation Counselor</li> <li>• Transition Specialist</li> </ul>

**Implications for Practice:**

- Creates a common understanding of the five required areas of Pre-ETS in the WIOA
- Defines specific activities associated with each of the Pre-ETS areas in the WIOA
- Provides evidenced and research-based practices (EBPPs) that can be used for individual student planning
- Resources provide curriculum and activities that can be used in the provision of transition services and Pre-ETS