





Effective Practices Matrix

Level of Evidence	Relevant Outcome Area	Practice
	Education	<ul style="list-style-type: none"> ○ Student-focused Planning Practices <ul style="list-style-type: none"> ▪ Published curricula to teach student involvement in the IEP ○ Student Development (Academic, Employment, and Life Skills) Practices <ul style="list-style-type: none"> ▪ Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment
	Employment	<ul style="list-style-type: none"> ○ Student-focused Planning Practices <ul style="list-style-type: none"> ▪ Published curricula to teach student involvement in the IEP ○ Student Development Practices <ul style="list-style-type: none"> ▪ Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment
	Independent Living	<ul style="list-style-type: none"> ○ Student-focused Planning Practices <ul style="list-style-type: none"> ▪ Published curricula to teach student involvement in the IEP ○ Student-Development Practices <ul style="list-style-type: none"> ▪ Constant time delay to teach food preparation and cooking skills ▪ Response prompting to teach food preparation and cooking skills ▪ Response prompting to teach home maintenance skills ▪ Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment ▪ Simulations to teach purchasing skills ▪ System of least-to-most prompts to teach functional life skills
	Education	<ul style="list-style-type: none"> ○ Predictors of Postsecondary Education <ul style="list-style-type: none"> ▪ Inclusion in general education ▪ Paid employment/work experience ▪ Student support ▪ Transition program ▪ Vocational education ▪ Youth autonomy ○ Student-focused Planning Practices <ul style="list-style-type: none"> ▪ <i>Self-Advocacy Strategy</i> to teach student involvement in the IEP meeting ▪ <i>Self-Directed IEP</i> to teach student involvement in the IEP meeting ○ Student Development (Academic, Employment, and Life Skills) Practices




		<ul style="list-style-type: none"> ▪ Cover, copy, compare to each math skills ▪ Graduated sequence of instruction to teach math skills ▪ Mnemonics to teach academic skills (math, science) ▪ Peer-assisted instruction to teach academic skills (reading comprehension, math, social studies) ▪ Schema based instruction to teach math skills ▪ Self-management instruction to teach academic skills (math) ▪ Strategy instruction to teach reading comprehension, math skills ▪ Strategy instruction and self-monitoring to teach reading comprehension ▪ Technology to teach academic skills (reading comprehension, social studies) ▪ Visual displays to teach academic skills (reading comprehension, science) ○ <i>Whose Future Is It?</i> to teach self-determination skills
	<p>Employment</p>	<ul style="list-style-type: none"> ○ Predictors of Postsecondary Employment <ul style="list-style-type: none"> ▪ Inclusion in general education ▪ Paid employment/work experience ▪ Student support ▪ Vocation education ▪ Work study ○ Student-Focused Planning Practices <ul style="list-style-type: none"> ▪ <i>Self-Advocacy Strategy</i> to teach student involvement in the IEP meeting ▪ <i>Self-Directed IEP</i> to teach student involvement in the IEP meeting ○ Student Development Practices <ul style="list-style-type: none"> ▪ Response prompting to teach employment skills ▪ Self-management to teach job-specific skills ▪ Simulations to teach social skills ▪ <i>Whose Future Is It?</i> to teach self-determination skills ○ Vocational Rehabilitation Collaborative Practices <ul style="list-style-type: none"> ▪ Counseling and the working alliance between the counselor and the consumer ▪ Interagency collaboration ○ Vocational Rehabilitation Employment Practices <ul style="list-style-type: none"> ▪ Skills training ▪ Supported employment ○ Vocational Rehabilitation Professional Training Practices



		<ul style="list-style-type: none"> ▪ Impact of counselor education and consumer outcomes ○ Vocational Rehabilitation Service Delivery Practices <ul style="list-style-type: none"> ▪ Services to a target group
	<p>Independent Living</p>	<ul style="list-style-type: none"> ○ Predictors of Postsecondary Independent Living <ul style="list-style-type: none"> ▪ Inclusion in general education ▪ Self-care/independent living ▪ Student support ○ Student-Focused Planning Practices <ul style="list-style-type: none"> ▪ <i>Self-Advocacy Strategy</i> to teach student involvement in the IEP meeting ▪ <i>Self-Directed IEP</i> to teach student involvement in the IEP meeting ○ Student Development Practices <ul style="list-style-type: none"> ▪ Community based instruction to teach purchasing skills ▪ Community based instruction to teach safety skills ▪ Computer-assisted instruction to teach food preparation and cooking skills ▪ Computer-assisted instruction to teach grocery shopping skills ▪ Constant time delay to teach functional skills ▪ One-more-than strategy to teach purchasing skills ▪ Response prompting to teach grocery shopping skills ▪ Response prompting to teach laundry tasks ▪ Response prompting to teach purchasing skills ▪ Response prompting to teach social skills ▪ Progressive time delay to teach functional life skills ▪ Simulations to teach social skills ▪ Simultaneous prompting to teach functional life skills ▪ System of least-to-most prompts to teach food preparation and cooking skills ▪ System of least-to-most prompts to teach purchasing skills ▪ System of least-to-most prompts to teach functional life skills ▪ Total task chaining to teach functional life skills ▪ Video modeling to teach food preparation skills ▪ Video modeling to teach home maintenance skills ▪ <i>Whose Future Is It?</i> to teach self-determination skills



<p>Promising Practices</p> 	<p>Education</p> <ul style="list-style-type: none"> ○ Predictors of Postsecondary Independent Living <ul style="list-style-type: none"> ▪ Career awareness ▪ Interagency collaboration ▪ Occupational courses ▪ Self-advocacy/ self-determination ▪ Self-care/independent living ▪ Social skills ○ Student-Focused Planning Practices <ul style="list-style-type: none"> ▪ <i>Check and Connect</i> to teach participation in the IEP meeting ▪ Computer-assisted instruction to teach participation in the IEP process ▪ <i>Whose Future is it?</i> to teach student knowledge of transition planning ○ Student Development (Academic, Employment, and Life Skills) Practices <ul style="list-style-type: none"> ▪ Anchored instruction to teach math skills ▪ Mnemonics to teach reading comprehension ▪ Role play to teach science ▪ Simultaneous prompting to teach math skills ▪ Structured inquiry based activities to teach science ▪ Technology to teach math skills ▪ Time delay procedures to teach science ▪ Visual displays to teach math skills
	<p>Employment</p> <ul style="list-style-type: none"> ○ Predictors of Postsecondary Employment <ul style="list-style-type: none"> ▪ Career awareness ▪ Community experience ▪ Exit exam requirements/high school diploma status ▪ Interagency collaboration ▪ Occupational courses ▪ Parental involvement ▪ Program of study ▪ Self-advocacy/ self-determination ▪ Social skills ▪ Transition program ▪ Travel skills ▪ Youth autonomy



		<ul style="list-style-type: none">○ Student-Focused Planning Practices<ul style="list-style-type: none">▪ <i>Check and Connect</i> to teach participation in the IEP meeting▪ Computer-assisted instruction to teach participation in the IEP process▪ <i>Whose Future is it?</i> to teach student knowledge of transition planning○ Student Development Practices<ul style="list-style-type: none">▪ Computer-assisted instruction to teach specific job skills▪ Community based instruction to teach employment skills▪ Constant time delay to teach specific job skills▪ Extended career planning services to teach finance skills▪ System of least-to-most prompts to teach communication skills▪ System of least-to-most prompts to teach job specific skills▪ Mnemonics to teach completing a job application○ Vocational Rehabilitation Organizational Practices<ul style="list-style-type: none">▪ Data driven▪ Employer relations▪ Excellent Service, Every Consumer, Every Time (E-3)▪ “Incubator units”▪ Organizational skills enhancement▪ Rapid response and internal service specialized coordinators, counselors, and caseloads▪ Share point▪ Strong business model○ Vocational Rehabilitation Service Delivery Practices<ul style="list-style-type: none">▪ Acquired Brain Injury (ABI) Program▪ Career exploration services▪ Choose to Work (CTW)▪ Community Rehabilitation Program (CRP) Certification▪ DARSforce▪ Embedded Training Programs (ETP)▪ Essential elements of service delivery▪ Individual Placement and Support (IPS)▪ Maryland Seamless Transition Collaborative (MSTC)▪ Soft skills training▪ Utah Defendant Offender Workforce Development Taskforce (UDOWD)
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	<p>Independent Living</p>	<ul style="list-style-type: none"> ○ Predictors of Independent Living <ul style="list-style-type: none"> ▪ Paid work experiences ▪ Parent expectations ○ Student-Focused Planning Practices <ul style="list-style-type: none"> ▪ <i>Check and Connect</i> to teach participation in the IEP process ▪ Computer-assisted instruction to teach participation in the IEP process ○ <i>Whose Future is it?</i> to teach student knowledge of transition planning ○ Student Development Practices <ul style="list-style-type: none"> ▪ Backward chaining to teach functional life skills ▪ Community based instruction to teach banking skills ▪ Community based instruction to teach communication skills ▪ Community based instruction to teach community integration skills ▪ Community based instruction to teach grocery shopping skills ▪ Constant time delay to teach banking skills ▪ Constant time delay to teach recreation and leisure skills ▪ Extended career planning services to teach finance skills ▪ Forward chaining to teach functional life skills



NTACT

National Technical Assistance Center on Transition

		<ul style="list-style-type: none">▪ System of least-to-most prompts to teach communication skills▪ System of least-to-most prompts to teach grocery shopping▪ System of least-to-most prompts to teach safety skills▪ One-more-than strategy to teach counting money▪ Progressive time delay to teach purchasing skills▪ Progressive time delay o teach safety skills▪ Response prompting to teach leisure skills▪ Self-management to teach social skills▪ Self-monitoring to teach functional life skills▪ Simulations to teach banking skills
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