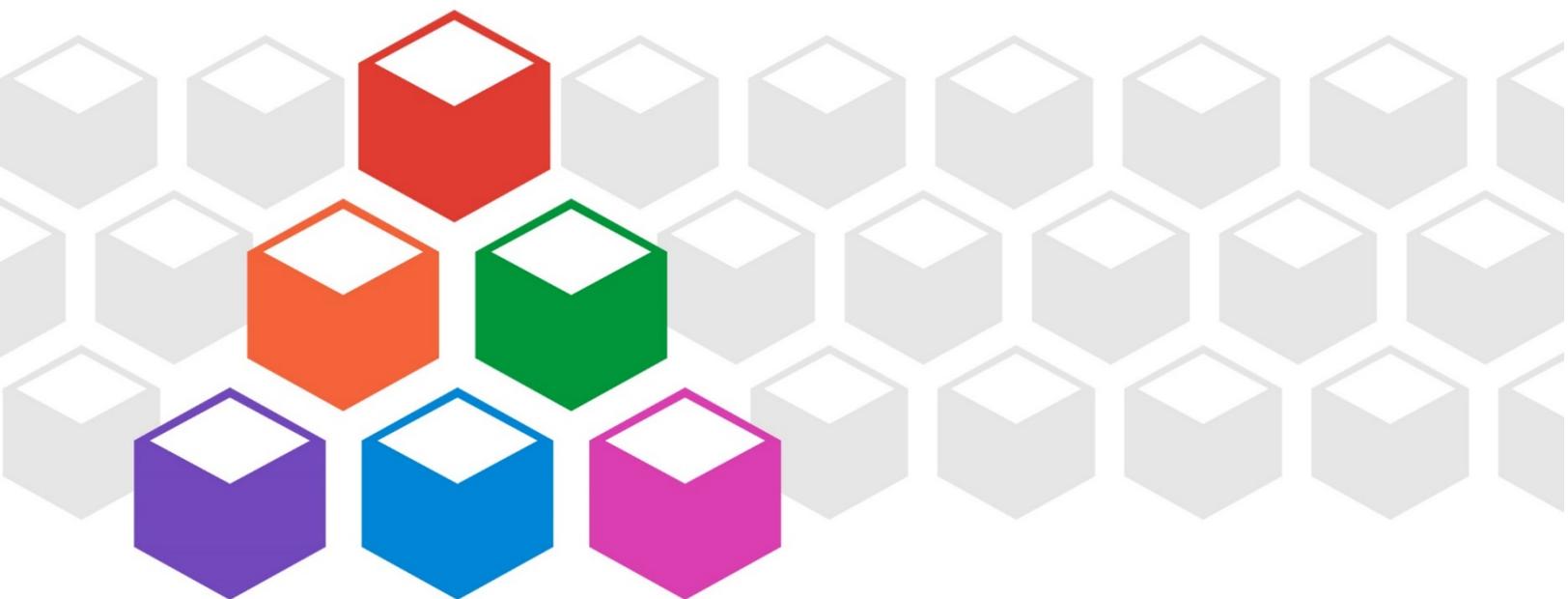




NTACT

National Technical Assistance Center on Transition



# Effective Practices in Secondary Transition: Operational Definitions

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## EFFECTIVE PRACTICES IN SECONDARY TRANSITION

An effective practice (i.e., evidence-based, research-based, or promising) is a teaching method used to teach a specific skill that has been shown to be effective based on high-quality research (Cook, Tankersly, & Landrum, 2009; Odom, Brantlinger, Gersten, Horner, Thompson, & Harris, 2005).

Effective practices apply to secondary transition planning and instruction by:

- ❖ Providing the best available peer-reviewed research to date that meets the criteria of scientifically-based and peer-reviewed research in secondary special education and transition;
- ❖ Identifying effective teaching methods in secondary transition shown to help students with disabilities learn specific skills; and
- ❖ Supporting the development of IEP goals and objectives to ensure students gain new knowledge and skills efficiently (Alverson, in press).

The table below lists each effective practice on secondary transition, the operational definition of the practice from empirical literature, and corresponding reference/s used to establish the practice, as well as the student population with whom the practice was established. The level of evidence – evidence-based, research –based, or promising]—is noted under each practice in brackets (e.g., [evidence-based]). Visit [www.transitionta.org](http://www.transitionta.org) for information pertaining the how these practices were identified.

Note the following abbreviations are used in the table: ADD/ADHD = attention deficit disorder/attention deficit hyperactivity disorder; ASD = autism spectrum disorder; D/B = deaf blind, DD = developmental disability, EBD = emotional behavioral disorder; HI = hearing impairment; ID = intellectual disability; MD= multiple disabilities; OHI = other health impairment; OI = orthopedic impairment; SLD = specific learning disability; SLI = speech language impairment; TBI = traumatic brain injury; VI = visual impairment

Effective Practices Practice, Operational Definition with Reference/s, and Student Population

<b>Effective Practices</b>		
<b>Practice</b>	<b>Operational Definition with Reference/s</b>	<b>Student Population</b>
Anchored Instruction [Evidence-Based]	Realistic problems (i.e., anchors) are embedded in interesting contexts and presented in interactive, video-based formats, and hands-on applied projects (see Bottge et al 2014 p. 424 & 426) to teach math concepts.	Students with SLD, ID, EBD, OHI, ASD
At Work Vocational Rehabilitation Program [Promising]	“Converging rehabilitation and vocational services and combining a group programme with individual assessments and coaching” (Verhoef, Miedema, Van Meteren, Stam, Roebroek, 2013, p. 723). At-Work was used to teach work participation, work ability, occupational performance, and health related quality of life.	Students with OI
Backward Chaining [Promising]	Backward chaining is defined as all behaviors of a task analysis initially completed by the trainer, except for the final behavior in the chain. When the learner performs the final behavior in the sequence at the predetermined criterion level, reinforcement is delivered and the next-to-last behavior is introduced (Cooper, Heron, & Heward, 2007).	Students with ID
Beyond High School Model [Promising]	<p>The Beyond High School Model is a multi-component intervention consisting of three stages used to infuse self-determination into quality transition services and actively involve students within the process.</p> <ul style="list-style-type: none"> <li>• Stage 1: Students receive transition-related instruction on self-directed planning and decision-making (using <i>Whose Future is it Anyway</i>). Next, using the <i>Self-Determined Learning Model of Instruction</i>, students learn to self-regulate problems. Last, students apply self-regulated problem-solving to establish transition goals.</li> <li>• Stage 2: Students engage in student-directed and person-centered planning meeting, where the team finalizes student’s goals, develops a plan to achieve the goals, and students provide informed consent.</li> <li>• Stage 3: Students implement action plans, self-monitor progress, and self-evaluates progress toward goals and adjusts as needed (Wehmeyer, Garner, Yeager, Lawrence, &amp; Davis, 2006).</li> </ul>	Students with TBI, OI, MD, other neurologic disabilities
Check and Connect [Evidence-Based]	Check and Connect is a structured intervention model designed to assist schools and organizations in identifying students who are at-risk for dropping out of school, then pairing those students with mentors who address each student’s individual needs to help them progress toward school completion. ( <a href="http://checkandconnect.org/model/default.html">http://checkandconnect.org/model/default.html</a> ; Christenson et al., 2008).	Students with EBD, SLD, OHI
Communicating Interagency	CIRCLES is a multi-level intervention that includes interagency collaboration and teaming as a key component to ensure positive post-school outcomes for students with disabilities (Flowers et al., 2018).	Students with SLD, AU, ID, and OHI.

Relationships and Collaborative Linkages for Exceptional Students (CIRCLES) [Research-Based]		
Community-Based Instruction [Research Based ]	Community-based instruction is teaching functional skills in the community where target skills naturally occur (Brown et al., 1983).	Students with ID
Computer Assisted Instruction [Promising]	<p>Computer-assisted instruction (CAI) is defined as “the use of a computer and other associated technology with the intention of improving students’ skills, knowledge, or academic performance” (Okolo, Bahr, &amp; Rieth, 1993, p. 1). CAI is synonymous with terms such as computer-based instruction, computer-mediated instruction, interactive hypermedia instruction, and multimedia instruction. CAI offers an interactive format that can provide examples and feedback to students, while including multiple components, such as graphics, photographs, audio, text, and video (Hutcherson, Langone, Ayres, &amp; Clees, 2004).</p> <p>Technology can be defined in many ways:</p> <ul style="list-style-type: none"> <li>• Computer-based instruction (CBI) is when computers or associated technology are used to improve students’ skills, knowledge, or academic performance (Okolo et al.,1993)</li> <li>• Computer-assisted instruction (CAI) includes software designed to provide instruction and practice for meeting specific learning objectives or goals with drill-and-practice or tutorial instruction (Kulik &amp; Kulik, 1987; Posgrow, 1990)</li> <li>• Computer-enriched instruction (CEI) is the utilization of computer technology to augment instruction and includes usage of the computer as a calculating tool, a programming tool, and to conduct simulations (Kulik &amp; Kulik, 1987).</li> <li>• Computer-managed instruction (CMI), also referred to as integrated learning system (ILS), is used to describe the application of computer technology and extensive software programs designed to present sequential instruction to students over extended periods of time while maintaining records of student progress (Kulik, 2003).</li> </ul>	Students with ID
Constant Time Delay [Promising]	Constant time delay is a variation of time delay, a prompting procedure that uses variations in the time intervals between presentation of the natural stimulus and the response prompt. Time delay transfers stimulus control from a prompt to the natural stimulus by delaying the presentation of the prompt following the presentation of the natural stimulus. Constant time delay is implemented by presenting several trials using a 0-second delay between the presentation of the natural stimulus and the response	Students with ID, ASD, MD

	prompt. The trials that follow the simultaneous prompt condition apply a fixed time delay (e.g., 3 seconds or 5 seconds; Cooper, Heron, & Heward, 2007).	
Corrective Reading [Research-based]	Published direct instruction remedial reading instructional curriculum including explicit step-by-step lessons organized to teach decoding and comprehension. <a href="https://www.mheducation.com/prek-12/program/MKTSP-URA04M0.html?page=1&amp;sortby=title&amp;order=asc&amp;bu=seg">https://www.mheducation.com/prek-12/program/MKTSP-URA04M0.html?page=1&amp;sortby=title&amp;order=asc&amp;bu=seg</a>	Students with disabilities, ID, SLD, OHI, EBD
Differential Reinforcement [Promising]	Differential Reinforcement is defined as reinforcing only those responses within a response class that meet a specific criterion along some dimension(s) (i.e., frequency, topography, duration, latency, or magnitude) and placing all other responses in the class on extinction (Cooper, Heron, & Heward, 2007, p. 693).	Students with ASD
Direct Instruction of Main Idea [Research-based]	Explicit, carefully sequenced and scripted model of instruction that includes (a) an introduction/review to set the stage for learning, (b) modeling of the expected learning outcomes with clear explanations and examples, (c) guided practice, (d) closure of lesson highlighting content covered, (d) independent practice, and (e) evaluation (Coughlin, 2011; Stockard, 2011).	Students with SLD, EBD
Embedded Story Structure Routine [Research-based]	A combination of three strategies: (a) self-questioning used during pre-reading (asking "who," "what," "when," "where," "which," "how," and "why" regarding main character, initiating event, time, place, central conflict, climax/turning point, resolution, and theme), (b) story structure analysis using a graphic organizer during reading, and (c) summary writing used after reading (Faggella-Luby, Schumaker, & Deschler, 2007).	Students with SLD
Envision IT Curriculum [Evidence-Based]	EnvisionIT is a curriculum focused on informational technology that integrates reading, writing, and technology content. It also includes instruction on (a) use of Internet to explore careers, complete age-appropriate transition assessments, and develop self-directed transition plans, and (b) how to complete online job and college applications" (Izzo, Yurick, Nagaraja, & Novak, pp. 96-97).	Students with disabilities, ID, SLD, OHI, ASD, EBD, SLI, and students at-risk for disabilities
Expressive Writing Level One Curriculum [Research-based]	Curriculum designed to assist students in learning to express ideas by writing sentences, paragraphs, and stories that clearly articulate what they would like to say. It includes four instructional strands: (1) Mechanics, (2) Sentence Writing, (3) Paragraph and Story Writing, and (4) editing. <a href="https://www.mheducation.com/prek-12/program/expressive-writing-1-2-20052005/MKTSP-USK02M0.html?page=1&amp;sortby=title&amp;order=asc&amp;bu=seg">https://www.mheducation.com/prek-12/program/expressive-writing-1-2-20052005/MKTSP-USK02M0.html?page=1&amp;sortby=title&amp;order=asc&amp;bu=seg</a>	Students with LD
FEAT Curriculum [Promising]	The Family Employment Awareness Training (FEAT) curriculum was "designed to help families, professionals, and people with ISN [individual support needs] develop high expectations for competitive employment and gain knowledge about employment services, supports, and resources" (Francis, Gross, Turnbull, & Parent-Johnson, 2013, p. 45).	Parents of youth with ASD, ID, SLD, MD, OHI, SLI, OI, HI, EBD, other disabling conditions

Forward Chaining [Promising]	Behaviors identified in a forward chaining task analysis are taught in their naturally occurring order. Reinforcement is delivered when the predetermined criterion for the first behavior in the sequence is achieved then the next step in the task analysis is taught (Cooper, Heron, & Heward, 2007).	Students with ID
Go 4 IT...NOW Strategy [Research-based]	Go 4 IT... NOW! is a mnemonic that teaches students to write paragraphs. The mnemonic is defined as: <b>G</b> oal, <b>O</b> bjectives, <b>4</b> (Objectives) and an <b>I</b> dentified Timeline. <b>N</b> amed their topic, <b>O</b> rdered their steps, and <b>W</b> rapped it up by restating the topic (Konrad, Trela, & Test, 2006, p. 115).	Students with SLD, EBD, OHI, OI, MD, ID
Graduated Sequence of Instruction [Research-based]	Graduated Sequence of Instruction is “a three-stage learning process where students learn through physical manipulation of concrete objects, followed by learning through pictorial representations of the concrete manipulations, and ending with solving problems using abstract notation” (Witzel, 2005, p. 50).	Students with disabilities, SLD, ID, OHI
Graphic Organizers [Evidence-based]	A visual display that demonstrates the relationship between facts, concepts, or ideas,, including computerized concept mapping is a computer-based graphic organizer (Sturm & Rankin-Erickson, 2002).	Students with SLD, ASD, ID, EBD
Internships [Research-based]	Internships are formal arrangements (i.e., paid or unpaid) whereby a youth is assigned specific tasks in a workplace over a predetermined period of time (WIOA sec. 134(c)(2)(A)(xii)(VII)).	Students with EBD
Mentoring [Research-based]	A relationship between an older, more experienced adult and an unrelated, younger student which the adult provides ongoing guidance, instruction, and encouragement aimed at developing the competence and character of the student (Sowers et al., 2017).	Students with ADD/ ADHD, HI, VI, OI, ASD, SLI, & Other
Mastering Fractions [Evidence-based]	Mastering Fractions (Systems Impact,1985) is a commercial Direct Instruction curriculum consisting of three double-sided discs containing 35 lessons including mastery tests, quizzes, reviews, and remedial exercises (Hofmeister, Engelmann, & Carnine, 1989; Hofmeister & Thorkildsen, 1989). Instructional design included strategic feedback, massed and distributed practice, explicit strategies, hierarchal task analysis of concepts, examples, and graphical cues that highlighted relevant content.	Students with SLD, at risk for disability
Mnemonic [Evidence-based]	Mnemonic is a memory device that facilitates recall. Mnemonics can take many different forms, including keywords that provide acoustic reconstructions of unfamiliar information such as symbolic pictures of abstract concepts or descriptive pictures of concrete information (Scruggs & Mastropieri, 1989).	Students with SLD, EBD, ID
Most to Least Prompting	A system of most-to-least prompts is a method used to transfer stimulus control from response prompts to the natural stimulus whenever the participant does not respond to the natural stimulus or	Students with ID

[Promising]	makes an incorrect response. Most-to-least prompting starts with physically guiding the participant through the performance sequence, then gradually reducing the amount of physical assistance provided as training progresses from session to session (Cooper, Heron, & Heward, 2007).	
Multimodal Anxiety and Social Skills Intervention (MASSI) [Research Based ]	A manual-based cognitive-behavioral treatment program to target anxiety symptoms and social skill deficits. The curriculum includes traditional verbal explanation and examples, visual supports, writing and drawing activities, and other approaches (e.g., drama, tactile reminders) to teach concepts and skills (White et al., 2010).	Students with ASD
One-More-Than Strategy [Research Based]	The One-More-Than Strategy a rounding up strategy that teaches individuals to give “one more” dollar than the amount requested (e.g., if the requested amount is \$3.29, the individual gives \$4.00 and waits to receive change; Denny & Test, 1995). The strategy is also referred to as “next dollar”, “counting on”, or “dollar more” strategy.	Students with ID, ASD
Parent Training in Transition [Evidence-based]	Parents were trained using different methods (face-to-face/brochure, computer-aided instruction, and face-to-face) to increase their knowledge of transition requirements (writing goals, determining service, and agency supports) (Boone, 1992; Rowe & Test 2010, Young et al. 2016).  Training refers to a unit of education or instruction with a relatively low parent-to- teacher ratio, in which a single topic or a small section of a broad topic is studied for a given period of time. <a href="http://thefreedictionary.com/module">http://thefreedictionary.com/module</a>	Parents of youth with ID, SLD, ASD, MD
Peer-Assisted Instruction and Support [Research based]	Peer-assisted instruction and support (aka; peer tutoring, peer mediated instruction) has been defined as having students of the same age delivering academic or functional skills instruction to each other or work together as partners or in small groups to complete assignments. In some cases, students may be assigned a peer based on skill level (Calhoun & Fuchs, 2003; Maheady, Harper, & Sacca, 1988; Scruggs et al., 1985; Topping, 2005).	Students with ASD, ID, D/B, SLD, OHI, EBD, SLI, OI, MD
Peer-Assisted Instruction/Support plus Simultaneous Prompting [Promising]	Using peers to deliver simultaneous prompting (see definitions for peer-assisted instruction/support and simultaneous prompting).	Students with SLD, EBD, OHI, ASD, ID, MD, D/B
Peer Networking Intervention [Promising]	“Peer network interventions are individualized interventions that emphasize social connections beyond the classroom by establishing a cohesive social group that meets formally and informally across an entire semester or school year” (Hochman et al., 2015; p. 97).	Students with ASD
Person Centered Planning	Person centered planning is “a transition planning intervention consisting of (a) group training sessions for families in the transition process, (b) person-centered planning meetings facilitated by project staff,	Students with ASD

[Research-based]	and (c) follow-up assistance with career exploration and plan implementation” (Hagner et al., 2012, p. 42).	
Progressive Time Delay [Promising]	Progressive time delay is a variation of time delay, a prompting procedure that uses variations in the time intervals between presentation of the natural stimulus and the response prompt. Time delay transfers stimulus control from a prompt to the natural stimulus by delaying the presentation of the prompt following the presentation of the natural stimulus. Progressive time delay is implemented by presenting a trial with a 0- second delay between the presentation of the natural stimulus and the response prompt and then gradually and systematically extending the time delay, often in one second intervals (e.g., 0 sec to 2 secs to 3 secs; Cooper, Heron, & Heward, 2007). Collins & Stinson, 1994-1995.	Students with ID
Post-School Achievement Through Higher Learning Skills (PATHS) Curriculum [Promising]	The PATHS is a career development curriculum designed for specifically for girls that targets internal and external barriers and introduces a wide range of career options (Lindstrom, Doren, Post, & Lombardi, 2013).	Students with SLD, ASD, MD
Project SEARCH [Evidence-based]	Project SEARCH is a high school program school-to-work transition model, which includes rotating internships for a school-year; experiences combining real-life work; employment and independent living skills training; assistance with vocational placement through active collaboration with employers, school systems; and vocational rehabilitation; and entire school-days spent in the workplace (Wehman et al., 2012).	Students with ASD, VI, D/H, EBD, ID, SLD, MD, OI, OHI, SLI, TBI
RAP Paraphrasing Strategy [Research-based]	A 3-step cognitive strategy used when reading each paragraph of an information- text passage: <ol style="list-style-type: none"> <li>1. READ the paragraph;</li> <li>2. ASK oneself what the main idea of the paragraph is and what two key details support that main idea;</li> <li>3. PARAPHRASE the main idea and two supporting details into one's own words (Hagaman, Casey &amp; Reid, 2010).</li> </ol>	Students with ID
Reading Comprehension Strategy [Research-based]	Reading Comprehension Strategy includes six reading comprehension strategies: <ol style="list-style-type: none"> <li>(a) setting a purpose,</li> <li>(b) previewing,</li> <li>(c) activating background knowledge,</li> <li>(d) self-questioning,</li> <li>(e) summarizing, and</li> <li>(f) strategy monitoring.</li> </ol> <p>Students were given a strategy sheet, short reading selections with accompanying comprehension questions, and a self-monitoring worksheet. Strategy sheets accompanied each strategy and contained</p>	Students with SLD, OHI

	prompts to help students remember how to execute the lesson’s strategy (Berkeley et al., 2011).	
Reading Comprehension Strategies plus Attribution Retraining Concepts and Strategies [Research-based]	<p>Reading Comprehension Strategies plus Attribution Retraining Concepts and Strategies combines six reading comprehension strategies and five Attribution Retraining Concepts and Strategies:</p> <ul style="list-style-type: none"> <li>(a) setting a purpose,</li> <li>(b) previewing,</li> <li>(c) activating background knowledge,</li> <li>(d) self-questioning,</li> <li>(e) summarizing, and</li> <li>(f) strategy monitoring; and</li> </ul> <p>Attribution Retraining Concepts and Strategies:</p> <ul style="list-style-type: none"> <li>(a) positive vs negative thoughts;</li> <li>(b) using self-talk simple scenarios,</li> <li>(c) using self-talk complex scenarios,</li> <li>(d) using self-talk promoting persistence and flexible strategy use, and</li> <li>(e) attribution feedback (Berkeley et al., 2011).</li> </ul>	Students with SLD, HI
Repeated Reading [Research-based]	Student reads a passage repeatedly, silent or aloud, and receives help with reading errors. Typically, the teacher selects a passage of about 50 to 200 words in length. If the student misreads a word or hesitates for longer than 5 seconds, the teacher reads the word aloud and the student repeats the word correctly. If the student requests help with a word, the teacher reads the word aloud or provides the definition. The student rereads the passage until he or she achieves a satisfactory fluency level (Wexler et al., 2008; Wexler et al., 2010).	Students with ID, SLD
Response Prompting [Research-based]	Response prompting is defined as stimuli that later functions as extra cues and reminders for desired behavior. Prompts can be visual, auditory, textual, or symbolic (Cooper, Heron, & Heward, 2007).	Students with ID
REWARDS Program Curriculum [Evidence-based]	Published explicit instruction curriculum focused on decoding multisyllabic words, identifying and understanding prefixes and suffixes, increasing word and passage reading fluency, building academic vocabulary, and deepening comprehension along with building confidence (Archer, Gleason, & Vachon, 2014). <a href="https://www.voyagersopris.com/literacy/rewards/overview#intermediate">https://www.voyagersopris.com/literacy/rewards/overview#intermediate</a>	Students with disabilities, SLD, EBD, disabilities not specified
Schema-Based Instruction [Evidence-based]	A method of teaching problem solving that emphasizes both the semantic structure of the problem and its mathematical structure. It utilizes recognition of key words (as does a simple key-word strategy), but goes further than simple recognition to stress understanding of the situation represented in the problem (Marshall, 2012).	Students with SLD, ID, ADHD, EBD
Self-Advocacy Strategy	The Self-Advocacy Strategy (SAS) is a motivation and self-determination strategy designed to prepare students to participate in education or transition planning conferences. The strategy consists of 5 steps	Students with EBD, ID, SLD, & OHI

[Evidence-based]	<p>taught over a series of seven acquisition and generalization stages. The five steps are presented using the mnemonic “I PLAN” to help cue students to remember the steps for the strategy.</p> <p>I PLAN represents:</p> <ul style="list-style-type: none"> <li><b>I</b> - Inventory completed by students listing their strengths, weaknesses, learning needs, goals, and choices to prepare them for their upcoming IEP conference</li> <li><b>P</b> - Provide your inventory involves identifying appropriate time for individual to share information during the conference, speaking clearly and completely, and referring to inventory as needed</li> <li><b>L</b> - Listen &amp; Respond addresses being an active listener and responding to statements made by others in a positive manner</li> <li><b>A</b> - Ask questions focuses on asking appropriate questions to gather needed information</li> <li><b>N</b> - Name your goals to communicate goals and ideas on actions to be taken.</li> </ul>	
<p>Self-Determined Learning Model of Instruction (SDLMI)</p> <p>[Evidence Based]</p>	<p>The Self-Determined Learning Model of Instruction (SDLMI) is a curriculum that teaches students to engage in self-directed and self-regulated learning. The curriculum is comprised of three units:</p> <ol style="list-style-type: none"> <li>1. Set a goal</li> <li>2. Take action</li> <li>3. Adjust goal or plan</li> </ol> <p>Students are required to solve the problems through a series of four steps:</p> <ol style="list-style-type: none"> <li>1. Identify the problem</li> <li>2. Identify potential solutions to the problem</li> <li>3. Identify barriers to solving the problem</li> <li>4. Identify consequences of each solution</li> </ol> <p>Each question is linked to a set of Teacher Objectives that describe the student outcomes for each question. Each phase includes a list of Educational Supports that teachers can implement to enable students to engage in self-directed learning.</p>	Students with ID, SLD, EBD
Self-Directed IEP [Evidence-based]	<p>The Self-Directed IEP (SD IEP) lesson package is divided into four instructional units, including students leading meeting, reporting interests, reporting skills, and reporting options. It is a multimedia package designed to teach students the skills needed to manage their own IEP meetings. It includes a teacher manual, a student workbook, and two videos that present 11 steps necessary for students to lead their own IEP meetings:</p> <ol style="list-style-type: none"> <li>1. Begin meeting by stating purpose</li> <li>2. Introduce everyone</li> <li>3. Review past goals and performance</li> <li>4. Ask for others’ feedback</li> <li>5. State your school &amp; transition goals</li> <li>6. Ask questions</li> </ol>	Students with ID, ASD, EBD, SLD, OHI, OI

	<ol style="list-style-type: none"> <li>7. Deal with differences of opinion</li> <li>8. State the support you'll need</li> <li>9. Summarize your goals</li> <li>10. Close meeting</li> <li>11. Work on IEP goals all year</li> </ol> <p>Instruction follows a model-lead-test format (Martin et al., 1996).</p>	
<p>Self-Management Instruction [Research-based]</p>	<p>Also known as self-evaluation, self-management “requires that a person monitor, rate, and compare some aspect of his or her behavior to an external standard or criteria” (Reid, Torkelson-Trout, &amp; Schartz, 2005, p. 363).</p> <p>Self-management has also been called: self-monitoring (n=5 studies), self-evaluation (n= 2 studies), self-instruction (n=2 studies), goal setting (n= 1 study), strategy instruction (n= 1 study). In addition, components can be combined (n=7 studies).</p> <ul style="list-style-type: none"> <li>• “Self-monitoring is a multi-stage process of observing and recording one’s behavior” (Mooney et al., 2005, p. 204).</li> <li>• “Self-evaluation is a process wherein a student compares her/his performance to a previously established criterion set by student or a teacher and is awarded reinforcement based on achieving the criterion” (Mooney et al., 2005, p. 207).</li> <li>• “Self-instruction refers to techniques that involve the use of self-statements to direct behavior” (Mooney et al., 2005, p. 204).</li> <li>• “Goal setting generally refers to a process of a student self-selecting behavioral targets, which serve to structure student effort, provide information on progress, and motivate performance” (Mooney et al., 2005, p. 204). “Strategy instruction refers to teaching students a series of steps to follow independently in solving a problem or achieving and outcome” (Mooney et al., 2005).</li> </ul>	<p>Students with EBD, SLD, ADHD, &amp; ID</p>
<p>Self-Monitoring Instruction [Research-based]</p>	<p>Self-monitoring is defined as a procedure whereby a person observes his behavior systematically and records the occurrence or nonoccurrence of a target behavior (Cooper, Heron, &amp; Heward, 2007). The procedure is also called self-recording and self-observation.</p>	<p>Students with SLD</p>
<p>Self-Regulated Strategy Development [Research-based]</p>	<p>Self-Regulated Strategy Development consists of six stages that can be reordered, combined, changed, and repeated, depending on students’ needs to teach specific writing and math skills using graphic organizers and mnemonics:</p> <ol style="list-style-type: none"> <li>1. Develop background knowledge.</li> <li>2. Discuss the strategy (i.e., graphic organizers or mnemonics)</li> <li>3. Model the strategy.</li> <li>4. Memorize the strategy.</li> <li>5. Support the strategy.</li> </ol>	<p>Students with ADHD, EBD, ASD, SLD, DD, SLI</p>

	6. Independent performance. (Baker, Chard, Ketterlin-Geller, Apichatabutra, & Doabler, 2009; Hoover et al., 2012; What Works Clearinghouse, 2017).	
Self-Regulated Strategy Development plus POW-TREE [Research-based]	POW-TREE is a specific Self-Regulated Strategy Development strategy for writing: <ol style="list-style-type: none"> <li>1. Develop background knowledge.</li> <li>2. Discuss the POW-TREE strategy:  <ul style="list-style-type: none"> <li><b>P</b>ick my idea,</li> <li><b>O</b>rganize my notes,</li> <li><b>W</b>rite and say more,</li> <li><b>T</b>opic sentence,</li> <li><b>R</b>easons, 3 or more [reasons] and counter reason(s),</li> <li><b>E</b>xplanation(s), and</li> <li><b>E</b>nding</li> </ul> </li> <li>3. Model the POW TREE strategy.</li> <li>4. Memorize the POW TREE strategy.</li> <li>5. Support the POW TREE strategy.</li> <li>6. Independent performance. (Baker, Chard, Ketterlin-Geller, Apichatabutra, &amp; Doabler, 2009; Hoover et al., 2012; What Works Clearinghouse, 2017).</li> </ol>	Students with EBD, OHI, ASD
Service Learning [Research-based]	Learning activity that integrates meaningful community service with classroom instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities (Dymond, Renzaglia, & Hutchins, 2014; Workforce Innovation Technical Assistance Center, 2016; Curtain & Garcia, 2011).	Students with EBD
Simulated Instruction [Research-based]	Simulation is defined as using materials and situations in the classroom that approximate the natural stimulus conditions and response topographies associated with the performance of functional skills in community settings (Bates et al., 2001).	Students with ID, OHI, SLD, ASD
Simultaneous Prompting [Promising]	“Simultaneous prompting is an instructional procedure which involves presenting the task direction and immediately providing a controlling prompt (i.e., a prompt that ensures a correct response) during training sessions” (Fetko, Schuster, Harley, & Collins, 1999, p. 320).	Youth with ID, OHI, MD
Social Skills and Sports Program Curriculum [Promising]	Curriculum consists of 15 lesson plans focused on appropriate behaviors to display during sports or games, and when winning or losing at sports/games. Five specific appropriate behaviors to display during sports/games included: <ol style="list-style-type: none"> <li>1. following rules,</li> <li>2. working cooperatively,</li> <li>3. helping others,</li> </ol>	Students with ID, ASD

	<p>4. making positive comments about the good performance of others, and 5. accepting others' abilities or lack thereof.</p> <p>Five specific appropriate behaviors to losing included:</p> <ol style="list-style-type: none"> <li>1. congratulating the winner,</li> <li>2. remaining calm and positive,</li> <li>3. respecting one's own equipment and that of others,</li> <li>4. avoid blaming teammates, and</li> <li>5. motivating oneself to continue practicing.</li> </ol> <p>Five specific appropriate behaviors to winning included:</p> <ol style="list-style-type: none"> <li>1. avoiding criticizing the loser,</li> <li>2. accepting compliments from others,</li> <li>3. avoiding bragging,</li> <li>4. congratulating the winner, and</li> <li>5. rewarding oneself and keeping motivated.</li> </ol> <p>(Samalot-Rivera and Porretta, 2013).</p>	
SOLVE IT Curriculum [Research-based]	<p>A published explicit instruction curriculum focused on teaching cognitive and metacognitive strategies essential for math problem solving. Curriculum incorporates the following self-regulatory strategies:</p> <ol style="list-style-type: none"> <li>(a) reading the problem,</li> <li>(b) paraphrasing,</li> <li>(c) visualizing,</li> <li>(d) hypothesizing solutions,</li> <li>(e) estimating the answer,</li> <li>(f) computing, and</li> <li>(g) checking.</li> </ol> <p><a href="https://www.exinn.net/solve-it-third-edition">https://www.exinn.net/solve-it-third-edition</a> (Montague, 2003).</p>	Students with SLD, OI
Strategic Note Taking [Research-based]	<p>Systematic method for taking notes using the following steps:</p> <ol style="list-style-type: none"> <li>1. Cluster-- record lecture ideas into clusters of three to six related lecture points.</li> <li>2. Use lecture cues (i.e., number and importance) to record important points.</li> <li>3. Enter vocabulary words.</li> <li>4. Summarize words that would categorize clustered ideas (Boyle, 2013).</li> </ol>	Students with SLD
Structured Inquiry [Research-based]	<p>"Teacher provides students with a hands-on problem to investigate, as well as the procedures, and materials, but does not inform them of expected outcomes. Students are to discover relationships between variables or otherwise generalize from data collected" (Colburn, 2000, p. 42).</p>	Students with ID

Student Directed Transition Planning Lesson Package [Research-based]	A free eight lesson curriculum package using the student directed summary of performance to support students in learning how to organize and present transition information (Martin, Van Dycke, D'Ottavio, & Nickerson, 2007). <a href="http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/student-directed-transition-planning">http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/student-directed-transition-planning</a>	Students with SLD, EBD, ID, MD, OHI, VI, TBI
System of Least Prompts [Promising]	A system of least-to-most prompts is a method used to transfer stimulus control from response prompts to the natural stimulus whenever the participant does not respond to the natural stimulus or makes an incorrect response. Least-to-most prompts begin with the participant having the opportunity to perform the response with the least amount of assistance on each trial. Greater degrees of assistance are provided with each successive trial without a correct response (Cooper, Heron, & Heward, 2007).	Students with ID
Take Action: Making Goals Happen Curriculum [Promising]	A component of the ChoiceMaker Self-Determination Curriculum, the focus of this component of the curriculum is teaching students how to develop a plan to obtain their goals by deciding: (a) standard for goal performance, (b) a means to get performance feedback, (c) what motivates them to do it, (d) the strategies they will use, (e) needed supports, and (f) schedules. Lesson package includes teacher lesson plans, and student worksheets (Marshall et al., 1999). <a href="http://www.ou.edu/education/centers-and-partnerships/zarrow/choicemaker-curriculum">http://www.ou.edu/education/centers-and-partnerships/zarrow/choicemaker-curriculum</a>	Students with SLD, ASD, EBD, ID
Take Charge Curriculum [Evidence-based]	An integrated self-determination promotion approach that includes student coaching, mentorship, peer support, and parent support (Powers et al., 1998).	Students with SLD, EBD, ID, OHI, SLI, ASD
TRAVEL Mnemonic [Research-based]	TRAVEL is a mnemonic used to teach students, step-by-step, how to create a cognitive map when reading short passages to increase comprehension. TRAVEL stands for: <ol style="list-style-type: none"> <li>1. Topic - Write down the topic and circle it.</li> <li>2. Read- Read a paragraph.</li> <li>3. Ask - Ask what the main idea and three details are and write them down.</li> <li>4. Verify- Verify the main idea by circling it and linking its details.</li> <li>5. Examine- Examine the next paragraph and Ask and Verify again.</li> <li>6. Link- When finished with the story, link all circles.</li> </ol> <p>"Darch and Eaves (1986) [define] cognitive mapping [as] the 'use of lines, arrows, and spatial arrangements to describe text content, structure, and key conceptual relationships' (p. 310). Cognitive maps, also referred to as "cognitive organizers" or "visual displays," allow students to visually arrange the component ideas and details from text so that the implicit relationships between ideas and details are made explicit." (Boyle, 1996, p. 87)</p>	Students with ID, SLD

Total Task Chaining [Promising]	Total task chaining is defined as a variation of forward chaining in which the learner receives training on each step in the task analysis during each session (Cooper, Heron, & Heward, 2007). Total task chaining is also sometimes referred to as concurrent training (McDonnell & Laughlin, 1989).	Students with ID
Total Task Chaining plus Prompting [Promising]	Total task chaining is defined as a variation of forward chaining in which the learner receives training on each step in the task analysis during each session (Cooper, Heron, & Heward, 2007). Total task chaining is also sometimes referred to as concurrent training (McDonnell & Laughlin, 1989). Response prompting is defined as stimuli that later functions as extra cues and reminders for desired behavior. Prompts can be visual, auditory, textual, or symbolic (Cooper, Heron, & Heward, 2007).	Students with ID
TouchMath® [Promising]	TouchMath® is a “multi-sensory approach of using touchpoints to an abstract item such as a number, helps students conceptualize the total quantity of digits” (Wertheim & Elliott, 2019, p. 2; <a href="https://www.touchmath.com">https://www.touchmath.com</a> )	Students with ID ASD
Video Modeling [Evidence Based]	Video modeling is a form of video response prompting. Response prompting is defined as a stimuli that later functions as extra cues and reminders for desired behavior (Cooper, Heron, & Heward, 2007).	Students with ASD, ID, MD
Video Modeling plus Constant Time Delay [Promising]	Video modeling is a form of video response prompting. Response prompting has been defined as stimuli that later function as extra cues and reminders for desired behavior (Cooper, Heron, & Heward, 2007). Constant time delay is a variation of time delay, a prompting procedure that uses variations in the time intervals between presentation of the natural stimulus and the response prompt. Constant time delay is implemented by presenting several trials using a 0-second delay between the presentation of the natural stimulus and the response prompt. The trials that follow the simultaneous prompt condition apply a fixed time delay (e.g., 3 seconds or 5 seconds; Cooper, Heron, & Heward, 2007).	Students with ID
Visual Displays [Research-based]	Discussion of text before and after read aloud using picture strip representing key elements within the text (e.g., character, setting) presented to student at beginning of instructional session (Shurr & Taber-Doughtry, 2012; 2017).	Students with SLD, ID
“Whose Future Is It? Plus, Rocket Reader” Curriculum [Research-based]	A student-directed transition planning curriculum designed to help students learn to be more involved in the IEP process. The curriculum is comprised of six sections and 36 sessions related to: <ul style="list-style-type: none"> <li>• Having self-awareness and disability awareness</li> <li>• Decision making about transition-related outcomes Identifying and securing community resources to support transition services</li> <li>• Writing and evaluating goals and objectives</li> <li>• Communicating effectively in small groups</li> <li>• Developing skills to become and effective team member, leader, or self-advocate (Wehmeyer, Lawrence, Garner, Soukup, &amp; Palmer, 2004)</li> </ul> <a href="http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-">http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-</a>	Students with SLD, ID, ASD, OHI, SLI, EBD, & OHI

	<a href="#">materials/whos-future-is-it-anyway,</a> Rocket Reader is a computer software program that allowed students to navigate through the Whose Future is It? book with read aloud and a playback option (Lee et al., 2011).	
Word Mapping Strategy [Research-based]	“A set of cognitive and behavioral steps students can use to predict the meanings of unknown words. The mnemonic device MAPS helps students learn and remember the names of the steps. The strategy involves: <ul style="list-style-type: none"> <li>● Step 1 - breaking words into their morphemic parts (i.e., prefix, suffix, root);</li> <li>● Step 2 - attaching meaning to each word part;</li> <li>● Step 3 - making a prediction about the meaning of the unknown word based upon the meaning of each part;</li> <li>● Step 4 - checking the dictionary for the definition” (Harris et al., 2011, p. 21)</li> </ul>	Students with SLD, EBD, ID, OHI, ASD
Working at Gaining Employment Skills (WAGES) Curriculum [Research-based]	A job-related social skills curriculum consisting of 33 comprehensive lesson plans in four domains: (a) self-regulations, (b) teamwork, (c) communication, and (d) problem solving (Johnson, Bullis, Benz, & Hollenbeck, 2004; Murray & Doren, 2013, p. 100).	Students with disabilities, SLD, EBD, ASD, ID, OHI, TBI

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