

Considerations for Implementing & Scaling-Up Evidence-Based Practice in Your State

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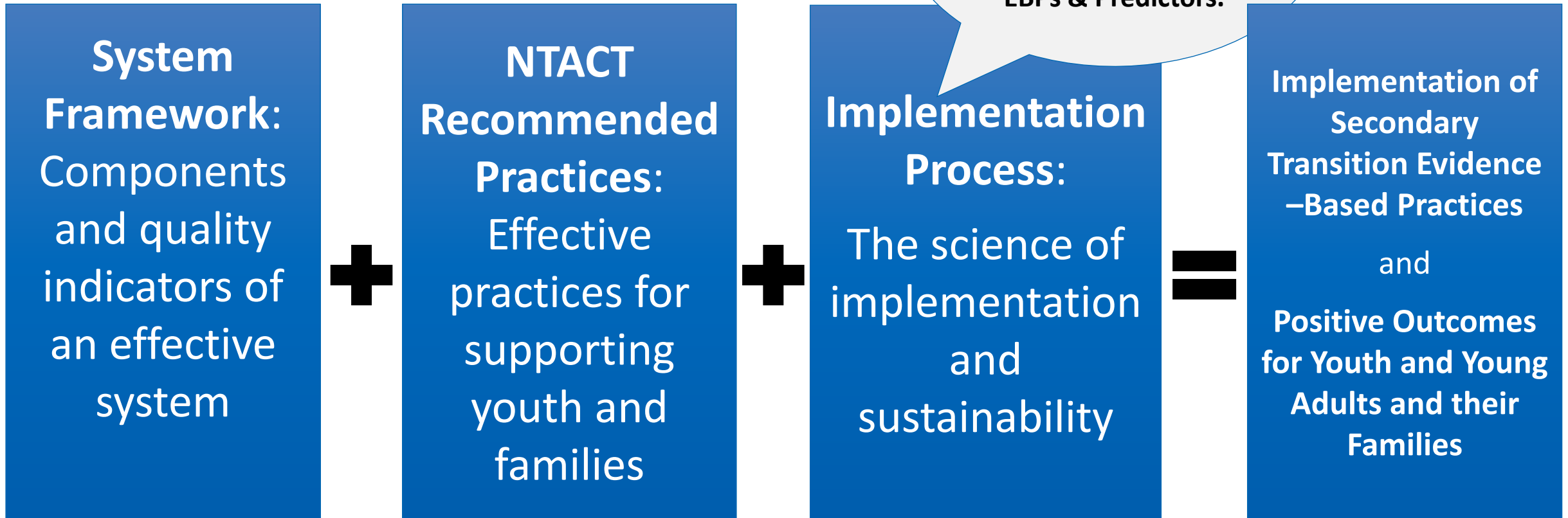
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National Technical Assistance Center on Transition: the Collaborative

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Implementation of Evidence-Based Practices (EBPs)



Why Do YOU Care About EBPs and Predictors?

- ESSA (2015), WIOA (2014), and IDEA (2004) each note the expectation of the use of scientific and/or research-based, and/or evidence-based and promising practices
- When school personnel use **practices that research has shown to be effective**, student's perform better (Cook et al., 2008)
- School personnel need trustworthy resources that tell them what (transition) practices have the “best available evidence” or “best **level** of evidence”



Considering Community Context: Implementation of EBPs and Predictors Matters

- Consideration for intervention fit and community context is critical (Stahmer et al., 2019)
- States and LEAs vary greatly based on demographics and urbanicity (Stahmer et al., 2019)
- Community context is one key element that must be considered when providing transition services and supports (Trainor et al., 2020)
- Thriving in adulthood can be impacted by community context (Trainor et al., 2020)

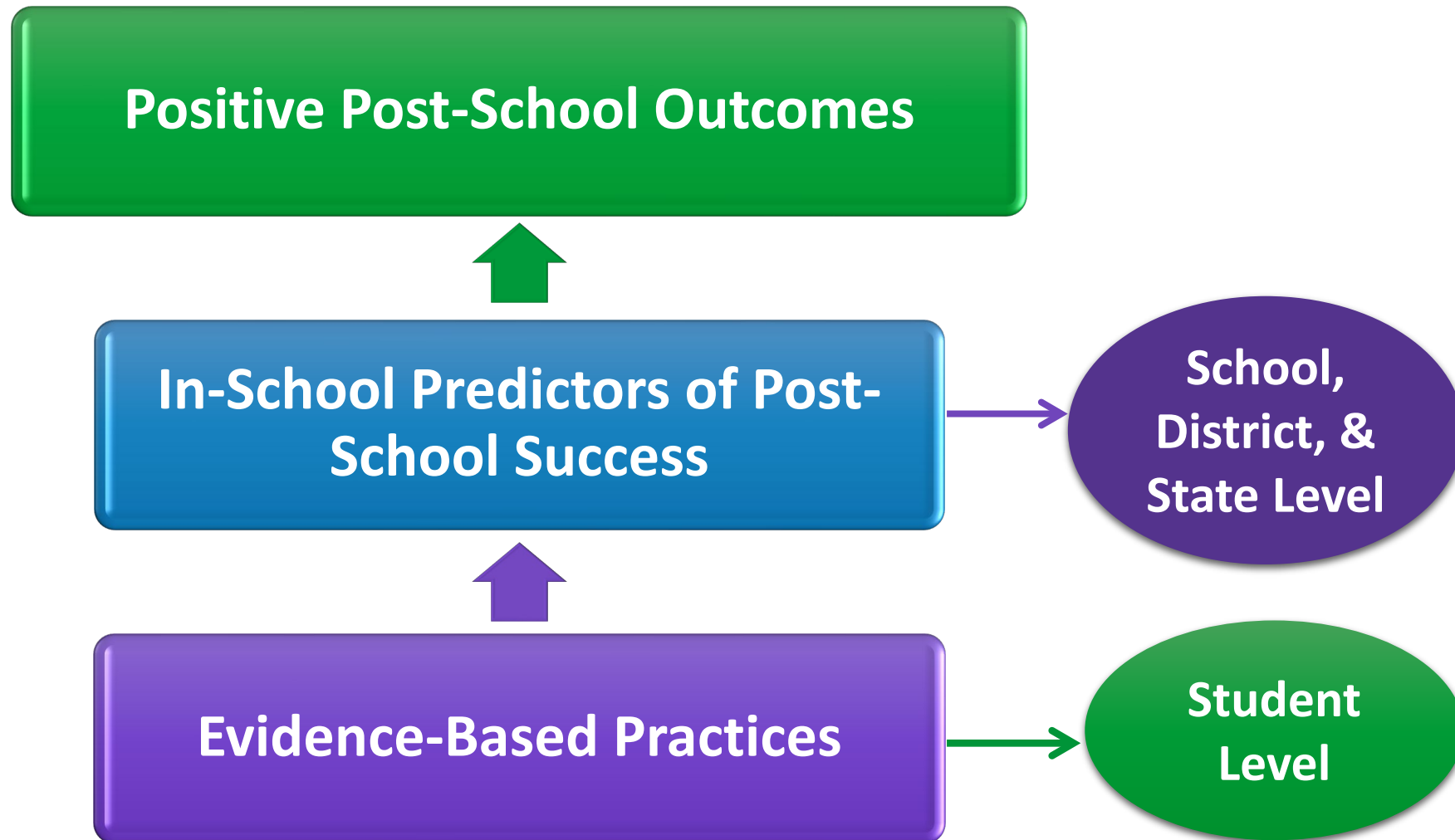


Considering Community Context: Serving Students in Rural Communities

- 38% of students with disabilities (SWDs) reside in rural communities (Lipscomb et al., 2017)
 - Many (78%) expect to enroll in college but do not
- Rural schools experience challenges related to lack of resources and specialized services, inadequate staffing, high levels of student poverty, transportation, and under-prepared special education teachers (Ault et al., 2019; Lavalley, 2018, Weiss et al., 2023)



Let's Talk EBPs & Predictors to Support Post-School Success



Predictors of Post-School Success

Secondary Evidence-Based Practices

Transitional Knowledge

School-Family-Youth Partnerships

School-Community Engagement

Systems Change

What is a Predictor?

→ A ***predictor*** is defined as an in-school experience, typically a program (e.g., a work-based learning experience) correlated with improved post-school outcomes.



In-School Predictors of Post-School Success

- 23 predictors organized alphabetically
- Education:
 - 8 research-based, 9 promising
- Employment
 - 1 evidence-based, 11 research-based, 10 promising
- Independent Living
 - 3 research-based, 6 promising

In-School Predictors of Post-School Success

Research suggests youth with disabilities are less likely to experience positive outcomes compared to peers without disabilities. Identification of in-school predictors of postschool success can provide educators and vocational rehabilitation counselors with information to design, evaluate, and improve transition programs.

Mazzotti, V. L., Rowe, D., Kwiatek, S., Voggt, A., Chang, W., Fowler, C. H., Poppen, M., Sinclair, J., & Test, D. W. (2021). Secondary transition predictors of post-school success: An update for the field. *Career Development and Transition for Exceptional Individuals*, 44(1), 47-64.
<https://doi.org/10.1177/2165143420959793>

Predictors/Outcomes	Education	Employment	Independent Living
<input type="checkbox"/> Career Awareness	Promising	Promising	
<input type="checkbox"/> Career Technical Education (was Vocational Education)	Research-based	Evidence-based	
<input type="checkbox"/> Community Experiences		Promising	
<input type="checkbox"/> Exit Exam Requirements/High School Diploma Status		Promising	
<input type="checkbox"/> Goal-Setting	Research-based	Research-based	Research-based
<input type="checkbox"/> Inclusion in General Education	Research-based	Research-based	Research-based
<input type="checkbox"/> Interagency Collaboration	Promising	Promising	
<input type="checkbox"/> Occupational Courses	Promising	Promising	
<input type="checkbox"/> Paid Employment/Work Experience	Research-based	Research-based	Promising
<input type="checkbox"/> Parent Expectations	Promising	Research-based	
<input type="checkbox"/> Parental Involvement		Promising	
<input type="checkbox"/> Program of Study	Research-based	Research-based	
<input type="checkbox"/> Psychological Empowerment (new)	Promising	Promising	Promising
<input type="checkbox"/> Self-Advocacy/Self-Determination	Research-based	Research-based	Promising
<input type="checkbox"/> Self-Care/Independent Living	Promising	Promising	Research-based
<input type="checkbox"/> Self-Realization (new)		Promising	Promising
<input type="checkbox"/> Social Skills	Promising	Promising	
<input type="checkbox"/> Student Support	Promising	Research-based	Promising
<input type="checkbox"/> Technology Skills (new)		Promising	

Why Implement Predictors of Post-School Success?

Predictors provide:

- Evidence-based information to inform what we do while youth are in high school

A framework to:

- Evaluate, develop, and improve secondary transition programs and practices
- Determine if transition programs are implementing effective practices to increase the likelihood youth with disabilities will achieve positive outcomes post-school

Predictor Application to Transition Planning and Instruction

- Provide stakeholders information about secondary transition program characteristics that have been empirically linked to improved post-school success for students with disabilities
- Can be used to:
 - develop and expand programs
 - evaluate existing programs
- Can help IEP teams design transition services that are more likely to help students achieve their stated post-school goals
- Always consider community context



Predictor Implementation School/ District Self-Assessment

National Technical Assistance Center on Transition: the Collaborative
www.transitionta.org

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National Secondary Transition Technical Assistance Center (2013)
National Post-school Outcomes Center (2013)

NTACT
THE COLLABORATIVE

National Technical
Assistance Center
on Transition

Using/Scoring the PISA

Degree of Implementation Scale

- 1- **Not Currently Being Implemented** means 0 to 25% of students with disabilities experience this program characteristic as described (e.g., in their program of study, on their IEP, or in a school-wide program). For example, implemented infrequently and or inconsistently.
- 2- **Intermittent Implementation** means 25-50% of students with disabilities experience this program characteristic as described (e.g., in their program of study, on their IEP, or in a school-wide program). For example, implemented infrequently and or inconsistently.
- 3- **Emerging Implementation** means 50-75% of students with disabilities experience this program characteristic as described (e.g., in their program of study, on their IEP, or in a school-wide program). For example, this is a priority in the school or district and concerted efforts are being made to make these program characteristics available to many students with disabilities or possibly through recently adopted policies or procedures or district-wide professional development. There is consistent implementation school or district wide.
- 4- **Currently Being Implemented** means 75-100% of students with disabilities experience this program characteristic as described (e.g., in their program of study, on their IEP, or in a school-wide program). There is consistent implementation school or district wide.

Evidence of Implementation Scale (aligned with predictors of post-school success)

No Evidence (0)

Weak Evidence (1):

- ☐ Written policies and/or procedures
- ☐ Articulated agreements within and across agencies
- ☐ Curriculum, instructional, or training materials
- ☐ Meeting agenda/notes

Moderate Evidence (2):

- ☐ Teacher lesson plan/service plan
- ☐ IEP goal, objective, or transition services
- ☐ Transcripts

Strong Evidence (3):

- ☐ Data collection forms, progress monitoring, or service notes, unit/ lesson grades
- ☐ Work product, instructional artifact
- ☐ Program evaluation data supporting implementation

What is Evidence-Based Practice (EBP)?

- Professional wisdom supported by empirical research (Whitehurst, 2002)
- A practice that is formed by credible research (Cook et al., 2008)
- A teaching method used to teach a specific skill that has been shown to be effective based on high-quality research (Cook et al., 2009; Odom et al., 2005).



Secondary Transition Evidence-Based and Research-Based Practices

Practice	Evidence
Check and Connect	Evidence-based
EnvisionIT Curriculum	Evidence-based
Parent Training	Evidence-based
Project SEARCH	Evidence-based
Self-Advocacy Strategy	Evidence-based
Self-Determined Learning Model of Instruction	Evidence-based
Self-Directed IEP	Evidence-based
Take Charge Curriculum	Evidence-based
Video Modeling	Evidence-based

Secondary Transition Evidence-Based and Research-Based Practices (2)

Practice	Evidence
Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students (CIRCLES)	Research-based
Community-based instruction	Research-based
Mentoring	Research-based
Multimodal Anxiety and Social Skills Intervention	Research-based
One-more-than strategy	Research-based
Peer Assisted instruction/support	Research-based
Person-centered planning	Research-based

Secondary Transition Evidence-Based and Research-Based Practices ⁽³⁾

Practice	Evidence
Response prompting	Research-based
Self-management instruction	Research-based
Simulation	Research-based
Student-directed Transition Planning lesson package	Research-based
Whose Future Is It? Plus Rocket Reader	Research-based
Working at Gaining Employment Skills (WAGES)	Research-based

Rowe, D. A., Mazzotti, V. L., Fowler, C. H., Test, D. W., Mitchell, V. J., Clark, K. A., Holzberg, D., Owens, T. L., Rusher, D., Seaman-Tullis, R. L., Gushanas, C. M., Castle, H. Chang, W., Voggt, A., Kwiatek, S., & Dean, J. C. (2021). Updating the secondary transition research base: Evidence- and research-based practices in functional skills. *Career Development and Transition for Exceptional Individuals*, 44(1), 28-46.
<https://doi.org/10.1177/2165143420958674>

Evidence-Based & Research-Based Practices

Lesson Starter Title	Practice Descriptions	Save to My Dashboard
Academic Skills		
Envision IT	Envision IT	Add Bookmark
Mentoring to Teach STEM Involvement Skills	Mentoring to Teach STEM Involvement Skills	Add Bookmark
Community Engagement Skills		
Community-Based Instruction to Teach Purchasing Skills	Community Based Instruction to Teach Purchasing Skills and Social Behaviors	Add Bookmark
Community-Based Instruction to Teach Safety Skills: Calling for Help When Lost	Community-Based Instruction to Teach	
One-More-Than Strategy to Teach Purchasing Skills	One-More-Than Strategy to Teach P	
Response Prompting to Teach Grocery Shopping Skills	Response Prompting to Teach Groce	



Evidence-Based Practices

- demonstrates a strong record of success for improving outcomes
- uses rigorous research designs
- adheres to indicators of quality research

[More Evidence-Based Practices](#)



Research-Based Practices

- demonstrates a sufficient record of success for improving outcomes
- uses rigorous research designs
- may adhere to indicators of quality research

[More Research-Based Practices](#)

Using Response Prompting to Teach Grocery Shopping Skills

PRACTICE DESCRIPTION

(Research-Based Practice)

What is the evidence base?

This is a research-based practice for students with disabilities based on three methodologically sound single-case design studies across 27 students with intellectual disability.

Where is the best place to find out how to do this practice?

- ☐ Lesson Starter: Using Response Prompting to Teach Grocery Shopping Skills

With whom was it implemented?

- ☐ Students with
 - o Intellectual disability ($n = 10$)
- ☐ Males ($n = 10$)
- ☐ Ages ranged from 17 to 21 years old
- ☐ Ethnicity
 - o Not reported ($n = 10$)

What is the practice?

Response prompting is defined as using stimuli that later function as extra cues and reminders for desired behavior. Prompts can be visual, auditory, textual, or symbolic (Cooper et al., 2020).

In the studies used to establish the evidence base for using response prompting to teach grocery shopping skills, response prompting included:

- ☐ Visual response prompts (Nietupski et al., 1983; Gaule et al., 1985)
- ☐ Textual response prompts (Gaule et al., 1985)
- ☐ Auditory response prompts (Bouck et al., 2012)

Where has it been implemented?

- ☐ High school, community grocery store (3 studies)

RESEARCH to PRACTICE LESSON STARTER

Using Response Prompting to Teach Grocery Shopping Skills

(Research-Based Practice)

Objective: To evaluate the effectiveness of response prompting to teach grocery shopping skills to individuals with disabilities.

Setting and Materials:

Settings: Classroom, community grocery store

Materials: Teacher-made grocery lists with 10 items, audio recorders

Content Taught

Using response prompting delivered through audio recorders to teach students to gather items from a grocery list

Teaching Procedures

- ☐ Provide students a hard copy of a 10-item grocery list at the store.
- ☐ Accompany student as he/she/they attempts to locate each item and record whether the student correctly located and retrieved each item using a printed list only. Indicate the number and type of prompts needed.
- ☐ In the classroom, next introduce the audio recorders. Provide students with instruction on how to use audio recorders (e.g., turning on and off, play recordings, how to record, adjust volume, etc.)
- ☐ Students record their grocery list on the audio recorders.
- ☐ Accompany student as he or she attempts to locate each item and record whether the student correctly located and retrieved each item using the audio recorder. Indicate the number and type of prompts needed.

Evaluation

As students attempt to locate the grocery items in each condition (i.e., only the printed list versus with the audio recorder), indicate how many items students found, as well as whether prompting was required and what type.

Lesson Starter Based on:

Bouck, E. C., Satsangi, R., Bartlett, W., & Weng, P-L. (2012). Promoting independence through assistive technology: Evaluating audio recorders to support grocery shopping. *Education and Training in Autism and Developmental Disabilities*, 47(4), 462–473. <https://www.jstor.org/stable/23879639>

Secondary Transition Interventions in Rural Communities: A Review of the Literature

- Rural communities present unique differences across all levels of the ecological system making it difficult to implement a single model for transition planning (Farmer & Hamm, 2016)
- A systematic review of the transition literature conducted in rural settings, to identify
 - the characteristics and effects of these interventions, and
 - the extent to which authors discussed the characteristics of rural communities as they relate to the design and/or implementation of the intervention

McLucas, A. S., Therrin, W. & Rowe, D. A. (2022). Secondary transition interventions in rural communities: a review of the literature. [Manuscript submitted for publication]. Department of Curriculum and Instruction and Special Education, University of Virginia.

Defining Rural

- Communities can differ considerably, and the multi-faceted elements of a given rural community are often not adequately communicated by standard federal definitions
 - Some federal definitions are generally based on population size, and in some cases, a "rural" area is just an area that is not "urban" or "suburban."
 - Others focus on commuting area and economic ties
- For our purposes, it is important to use a multidimensional approach which includes (a) population and settlement structure and landscape, (b) economy, (c) institutions, and (d) socio-cultural factors (Brown & Schafft, 2011)

Key Findings

- Very few published intervention studies conducted in rural settings (i.e., 19 experimental studies examining transition-related functional skills conducted in a rural setting)
- The review highlights the lack of research on the effects of transition-related functional skills interventions in rural communities resulting in a paucity of knowledge on best practice for designing and adapting interventions that are contextually appropriate.

McLucas, A. S., Therrin, W. & Rowe, D. A. (2022). Secondary transition interventions in rural communities: a review of the literature. [Manuscript submitted for publication]. Department of Curriculum and Instruction and Special Education, University of Virginia.

Key Findings (2)

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- Self-Directed IEP
- Self-Advocacy Strategy
- Student Directed Transition Planning
- EnvisionIT
- Paths 2 the Future
- Virtual Interview Training for transition Age Youth (VIT-TAY)
- Dollar Plus Strategy
- Simulated Instruction
- Least-to Most Prompting
- Peer Support Plans
- CIRCLES
- Cross-Domain Case Management
- Occupational Therapy

Let's Discuss

Research indicates a “one-size-fits-all” model cannot be effective in rural classrooms due to the significant variety present in rural communities across the U.S. (Farmer & Hamm, 2016)

1

How can you support access to the wider range of postsecondary experiences available to any student in a particular community?

2

How does community context vary within your states?

3

What contextual elements influence the design and implementation of interventions?

4

What resources do you provide to support transition planning and instruction across rural, urban, and suburban setting?

NTACT:C Tips and Tricks

- Always consider community and cultural context when considering implementation of EBPs and predictors
- Review NTACT:C's evidence-based and research-based practices and use Practice Descriptions and Lesson Plans to support transition-focused instruction
- Use the Predictor Implementation School/District Self-Assessment to evaluate your transition programs and practices
- Create a free NTACT:C account and just start investigating all the “things” that you can use to support your practice



Resources

- NTACT: C
- NTACT:C - Effective Practices
- Transition Coalition
- The Zarrow Center
- <https://selfdetermination.ku.edu/>

QUESTIONS?



Thank you!

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Quick Reaction

