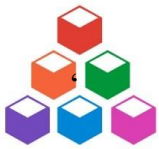


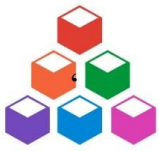
Best Practices for Pre-Employment Transition Services

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)

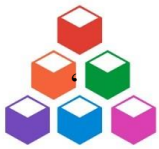
Job Exploration Counseling Job Exploration Counseling, or Career counseling/ guidance includes a wide variety of activities which help students explore career options and opportunities available. Job exploring options are intended to foster motivation, consideration of opportunities and informed decision-making.	
* Career Speakers	
Promising Practices <ul style="list-style-type: none"> • Career Exploration Services 	Predictors <ul style="list-style-type: none"> • Career Awareness
* Career Student Organization	
Research Based Practices <ul style="list-style-type: none"> • Adult Advocate for dropout prevention • Career exploration to increase career search efficacy 	Predictors <ul style="list-style-type: none"> • Career Awareness • Youth Autonomy and Decision Making • Vocational or Career & Technical Education • Occupational Courses
Career Vocational Assessment	
Promising Practices <ul style="list-style-type: none"> • Supported Employment • Career Exploration Services • Career exploration to increase career search efficacy 	Predictors <ul style="list-style-type: none"> • Career Awareness • Occupational Courses • Community Experiences • Vocational Education
Course of Study Alignment with Career	
Evidence Based Practices <ul style="list-style-type: none"> • Published curricula to teach student involvement in the IEP 	Predictors <ul style="list-style-type: none"> • Career Awareness • Occupational Courses • Program of Study • Transition Program • Vocational Education
Discovery	
<ul style="list-style-type: none"> • Whose Future is it Anyway? to teach self-determination skills 	<ul style="list-style-type: none"> • Career Awareness • Transition Program • Community Experiences • Parent/Family Involvement



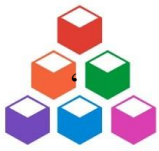
	<ul style="list-style-type: none"> • Parent Expectations
Informational Interviews	
Promising Practices <ul style="list-style-type: none"> • Community based instruction to teach communication skills • Video Modeling to teach interviewing skills • Career Exploration Services 	Predictors <ul style="list-style-type: none"> • Career Awareness • Community Experiences
*Interest and Ability Inventories	
Promising Practices <ul style="list-style-type: none"> • Career Exploration Services 	Predictors <ul style="list-style-type: none"> • Career Awareness • Transition Program
Job Shadowing	
Research Based Practices <ul style="list-style-type: none"> • Career Exploration Services • Community Based Instruction to teach communication skills • Community Based instruction to teach community integration skills 	Predictors <ul style="list-style-type: none"> • Career Awareness • Occupational Courses • Work Study
*Labor Market Statistic and Trends	
Promising Practices <ul style="list-style-type: none"> • Career Exploration Services 	Predictors <ul style="list-style-type: none"> • Career Awareness
Work Based Learning 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.	
*Apprenticeships	
Research Based Practices <ul style="list-style-type: none"> • Response Prompting to teach employment skills • Self-Management Instruction to teach job specific skills Promising Practices <ul style="list-style-type: none"> • Computer Assisted Instruction to teach job skills • Teaching employment skills using community based instruction • Using an extension of services after graduation to promote increased financial skills • Using Least to Most Prompts to teach specific job skills • DARS Force 	Predictors <ul style="list-style-type: none"> • Career Awareness • Community Experiences • Vocational Education • Work Study



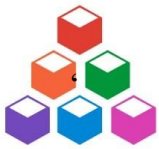
* Business Mentors	
<p>Research Based Practices</p> <ul style="list-style-type: none"> • Supported Employment • Impact of counselor education and consumer outcomes • Adult Advocate for dropout prevention <p>Promising Practices</p> <ul style="list-style-type: none"> • Strong Business Model 	<p>Predictors</p> <ul style="list-style-type: none"> • Career Awareness • Occupational Courses • Community Experiences
*Career Mentorship	
<p>Research Based Practices</p> <ul style="list-style-type: none"> • Response Prompting to teach employment skills • Self-Management Instruction to teach job specific skills • Adult Advocate for dropout prevention <p>Promising Practices</p> <ul style="list-style-type: none"> • Computer Assisted Instruction to teach job skills • Using an extension of services after graduation to promote increased financial skills • Career exploration to increase career search efficacy 	<p>Predictors</p> <ul style="list-style-type: none"> • Community Experiences • Career Awareness • Work Study
*Career Related Competitions	
<p>Research Based</p> <ul style="list-style-type: none"> • Simulation to teach social skills • Self-monitoring to teach functional skills <p>Promising Practices</p> <ul style="list-style-type: none"> • Computer Assisted Instruction to teach job skills 	<p>Predictors</p> <ul style="list-style-type: none"> • Career Awareness • Vocational Education • Vocational or Career & Technical Education
*Informational Interviews	
<p>Research Based Practices</p> <ul style="list-style-type: none"> • Community Based Instruction to teach communication skills <p>Promising Practices</p> <ul style="list-style-type: none"> • Video Modeling to teach interviewing skills • Career Exploration Services 	<p>Predictors</p> <ul style="list-style-type: none"> • Community Experiences • Career Awareness • Paid Employment/Work Experiences • Work Study
*Internships	
<p>Research Based Practices</p> <ul style="list-style-type: none"> • Response Prompting to teach employment skills • Community Based Instruction to teach communication skills 	<p>Predictors</p> <ul style="list-style-type: none"> • Community Experiences • Career Awareness • Paid Employment/Work Experiences • Work study



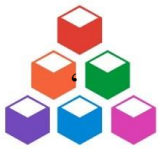
<p>Promising Practices</p> <ul style="list-style-type: none"> • Computer Assisted Instruction to teach job skills • Teaching employment skills using community based instruction • Using an extension of services after graduation to promote increased financial skills • Using Least to Most Prompts to teach specific job skills 	
<p>Job Clubs</p>	
<p>Research Based Practices</p> <ul style="list-style-type: none"> • Community Based Instruction to teach communication skills • Simulation to teach social skills <p>Promising Practices</p> <ul style="list-style-type: none"> • Take Action: Making Goals Happen curriculum to teach goal-setting and attainment • Video Modeling to teach interviewing skills to students with autism • Career Exploration Services 	<p>Predictors</p> <ul style="list-style-type: none"> • Career Awareness • Self-Advocacy/Self-Determination
<p>*Job Shadowing</p>	
<p>Research Based Practices</p> <ul style="list-style-type: none"> • Response Prompting to teach employment skills • Self-Management Instruction to teach job specific skills • Career Exploration Services • Community Based Instruction to teach communication skills • Community Based Instruction to teach community integration skills <p>Promising Practices</p> <ul style="list-style-type: none"> • Computer Assisted Instruction to teach job skills • Teaching employment skills using community based instruction • Using Least to Most Prompts to teach job specific skills 	<p>Predictors</p> <ul style="list-style-type: none"> • Community Experiences • Career Awareness • Paid Employment/Work Experiences • Work Study
<p>*Non-paid Work Experience</p>	
<p>Research Based Practices</p>	<p>Predictors</p> <ul style="list-style-type: none"> • Career Awareness



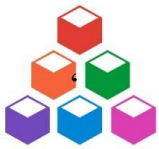
<ul style="list-style-type: none"> • Self-Management Instruction to teach job specific skills • Community Based Instruction to teach communication skills • Response Prompting to teach employment skills <p>Promising Practices</p> <ul style="list-style-type: none"> • Computer Assisted Instruction to teach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



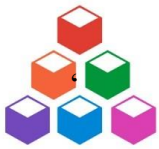
<ul style="list-style-type: none"> • Community Based Instruction to teach communication skills <p>Promising Practices</p> <ul style="list-style-type: none"> • Teaching employment skills using community based instruction • Using least to Most Prompts to teach specific job skills • Community based instruction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



<ul style="list-style-type: none"> • Community Based Instruction to teach communication skills <p>Promising Practices</p> <ul style="list-style-type: none"> • Computer Assisted Instruction to teach job skills • Teaching employment skills using community based instruction • Using Least to Most Prompts to teach specific job skills • Community Based Instruction to teach communication skills • Soft Skills Training • Community Based Instruction to teach communication skills 	<ul style="list-style-type: none"> • Vocational Education • Parent Involvement • Social Skills
<p>*Work-site Tours to Learn about Necessary Job Skills</p>	
<p>Research Based Practices</p> <ul style="list-style-type: none"> • Community Based Instruction to teach communication skills <p>Promising Practices</p> <ul style="list-style-type: none"> • Career Exploration Services 	<p>Predictors</p> <ul style="list-style-type: none"> • Career Awareness • Community Experiences
<p>Counseling on Opportunities for Enrollment in Comprehensive Transition or Post-Secondary Education Programs (includes 4 yr., 2 yr. and training programs)</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>*Academic Planning</p> <ul style="list-style-type: none"> • HS Graduation Pathways that lead to College and Career Readiness • Advising students and parents on academic curricula • Information about course offerings 	
<p>Evidence Based Practices</p> <ul style="list-style-type: none"> • Published curricula to teach student involvement in the IEP • Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment 	<p>Predictors</p> <ul style="list-style-type: none"> • Inclusion in General Education • Program of Study • Parent Expectations • Occupational Courses • Transition Program • Youth Autonomy and Decision Making
<p>*Information on Accommodations and Services in Post-Secondary Education</p> <ul style="list-style-type: none"> • Resources to support student success in education and training • Plan for and access adult services • Identify technology needs • Documentation of academic accommodations • Accessibility needs 	



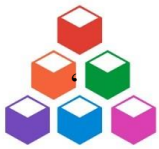
<p>Evidence Based Practices</p> <ul style="list-style-type: none"> • Published curricula to teach student involvement in the IEP • Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment <p>Research Based Practices</p> <ul style="list-style-type: none"> • Interagency Collaboration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



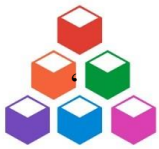
<ul style="list-style-type: none"> • Published curricula to teach student involvement in the IEP • Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment 	<ul style="list-style-type: none"> • Youth Autonomy and Decision Making • Parent Involvement • Self-Advocacy/Self-Determination • Transition Program
<p>Workplace Readiness Training to Develop Social Skills and Independent Living</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>*Communication</p> <ul style="list-style-type: none"> • Talking/Writing • Active Listening 	
<p>Research Based Practices</p> <ul style="list-style-type: none"> • Self-Advocacy Strategy to teach student involvement in the IEP • Simulations to teach social skills • Response Prompting to teach social skills • Response Prompting to teach employment skills <p>Promising Practices</p> <ul style="list-style-type: none"> • System of Least-to-Most Prompting to teach communication skills • Community Based Instruction to teach communication skills • Backward Chaining to teach functional life skills • Self-Management to teach social skills • Self-Monitoring to teach functional skills • Computer Assisted Instruction to teach job skills 	<p>Predictors</p> <ul style="list-style-type: none"> • Work Study • Community Experiences • Student Support • Social Skills
<p>*Networking</p>	
<p>Research Based Practices</p> <ul style="list-style-type: none"> • Simulations to teach social skills • Response Prompting to teach social skills <p>Promising Practices</p> <ul style="list-style-type: none"> • Self-Management to teach social skills • Peer Network Interventions tot each social engagement skills 	<p>Predictors</p> <ul style="list-style-type: none"> • Social Skills • Community Experiences • Work Study • Parent Involvement
<p>*Orientation and Mobility Skills</p>	
<p>Promising Practices</p> <ul style="list-style-type: none"> • Response prompting to teach travel skills 	<p>Predictors</p> <ul style="list-style-type: none"> • Travel Skills
<p>*Financial Literacy</p>	
<p>Evidence Based Practices</p>	<p>Predictors</p>



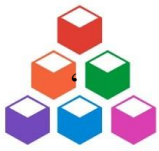
<ul style="list-style-type: none"> • Using simulation to teach purchasing skills <p>Research Based Practices</p> <ul style="list-style-type: none"> • Community Based Instruction to teach purchasing skills • Least-to-Most Prompting to teach purchasing skills • One-More-Than strategy to teach purchasing skills • Response Prompting to teach purchasing skills <p>Promising Practices</p> <ul style="list-style-type: none"> • Using an extension of Services after graduation for financial literacy • Community Based Instruction to teach banking skills • Using Simulation to teach banking skills • Progressive time delay to teach purchasing skills • One-More-Than strategy to teach counting money • Work incentive planning and benefits counseling 	<ul style="list-style-type: none"> • Community Experiences • Self-Care/Independent Living Skills
<p>*Problem Solving and Critical Thinking</p> <ul style="list-style-type: none"> • Decision Making 	
<p>Evidence Based Practices</p> <ul style="list-style-type: none"> • System of Least-to-Most Prompts to teach functional life skills <p>Promising Practices</p> <ul style="list-style-type: none"> • Self-Management to teach social skills • Self-Monitoring to teach functional skills • Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment 	<p>Predictors</p> <ul style="list-style-type: none"> • Student Support • Social Skills
<p>*Professionalism</p> <ul style="list-style-type: none"> • Enthusiasm and attitude • Understanding employer expectations for punctuality and performance • Respectful 	
<p>Promising Practices</p> <ul style="list-style-type: none"> • Self-Monitoring to teach functional skills 	<p>Predictors</p> <ul style="list-style-type: none"> • Social Skills • Work Study
<p>*Teamwork</p> <ul style="list-style-type: none"> • Cooperation • Conflict Resolution • Empathy 	



<ul style="list-style-type: none"> Supporting Others 	
<p>Research Based Practices</p> <ul style="list-style-type: none"> Simulations to teach social skills Response Prompting to teach social skills Self-Advocacy Strategy to teach student involvement in the IEP <p>Promising Practices</p> <ul style="list-style-type: none"> System of Least-to-Most Prompting to teach communication skills Community Based Instruction to teach communication skills Self-Management to teach social skills Peer Network Interventions to teach social engagement skills 	<p>Predictors</p> <ul style="list-style-type: none"> Social Skills Community Experiences Student Support Work Study
<p>Instruction in Self-Advocacy</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>*Requesting and Utilizing Accommodations</p> <ul style="list-style-type: none"> Request accommodations or services and supports 	
<p>Evidence Based Practices</p> <ul style="list-style-type: none"> Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment 	<p>Predictors</p> <ul style="list-style-type: none"> Inclusion in General Education Self-Advocacy/Self-Determination
<p>*Decision Making including Supported Decision Making</p>	
<p>Research Based Practices</p> <ul style="list-style-type: none"> Whose Future Is It Anyway? to teach self-determination skills Self-Directed IEP to teach student involvement in the IEP <p>Promising Practices</p> <ul style="list-style-type: none"> Computer Assisted Instruction to teach student involvement in the IEP 	<p>Predictors</p> <ul style="list-style-type: none"> Self-Advocacy/Self-Determination Self-Care/Independent Living Skills
<p>*Disability Disclosure</p>	
<p>Evidence Based Practices</p> <ul style="list-style-type: none"> Published curricula to teach student involvement in the IEP <p>Research Based Practices</p> <ul style="list-style-type: none"> Whose Future Is It Anyway? to teach self-determination skills Self-Advocacy Strategy to teach student involvement in the IEP 	<p>Predictors</p> <ul style="list-style-type: none"> Self-Advocacy/Self-Determination Self-Care/Independent Living Skills



<ul style="list-style-type: none"> • Self-Directed IEP to teach student involvement in the IEP 	
<p>*Goal Setting and Attainment</p>	
<p>Evidence Based Practices</p> <ul style="list-style-type: none"> • Self-Determined Model of Instruction (SDLMI) to teach goal attainment <p>Research Based Practices</p> <ul style="list-style-type: none"> • Whose Future Is It Anyway? to teach self-determination skills • Self-Directed IEP to teach student involvement in the IEP • Self-Management to teach job specific skills 	<p>Predictors</p> <ul style="list-style-type: none"> • Self-Advocacy/Self-Determination • Self-Care/Independent Living Skills • Inclusion in General Education
<p>*Leadership Skills (Taking a Leadership Role)</p>	
<p>Evidence Based Practices</p> <ul style="list-style-type: none"> • Published curricula to teach student involvement in the IEP <p>Research Based Practices</p> <ul style="list-style-type: none"> • Whose Future Is It Anyway? To teach self-determination skills • Self-Advocacy Strategy to teach student involvement in the IEP • Self-Directed IEP to teach student involvement in the IEP • Self-Management to teach job specific skills <p>Promising Practices</p> <ul style="list-style-type: none"> • Self-Management Instruction to teach social skills 	<p>Predictors</p> <ul style="list-style-type: none"> • Social Skills • Inclusion in General Education • Self-Care/Independent Living Skills • Vocational or Career & Technical Education
<p>*Peer Mentoring</p>	
<p>Promising Practices</p> <ul style="list-style-type: none"> • Check and Connect to teach student participation in the IEP process • Self-Management instruction to teach social skills • Peer Network Intervention to teach social engagement skills 	<p>Predictors</p> <ul style="list-style-type: none"> • Social Skills • Inclusion in General Education • Self-Advocacy/Self-Determination
<p>*Personal Rights and Responsibilities</p>	
<p>Evidence Based Practices</p> <ul style="list-style-type: none"> • Published curricula to teach student involvement in the IEP <p>Research Based Practices</p> <ul style="list-style-type: none"> • Whose Future Is It Anyway? to teach self-determination skills 	<p>Predictors</p> <ul style="list-style-type: none"> • Self-Advocacy/Self-Determination • Self-Care/Independent Living Skills



<ul style="list-style-type: none"> • Self-Advocacy Strategy to teach student involvement in the IEP • Self-Directed IEP to teach student involvement in the IEP <p>Promising Practices</p> <ul style="list-style-type: none"> • Computer Assisted Instruction to teach student involvement in the IEP 	
<p>Self-Awareness and Knowledge</p> <ul style="list-style-type: none"> • Monitor progress • Identify independence • Disability understanding • Self-reflection 	
<p>Evidence Based Practices</p> <ul style="list-style-type: none"> • Published curricula to teach student involvement in the IEP • Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment <p>Research Based Practices</p> <ul style="list-style-type: none"> • Whose Future Is It Anyway? to teach self-determination skills • Self-Advocacy Strategy to teach student involvement in the IEP • Self-Directed IEP to teach student involvement in the IEP • Self-Management to teach job specific skills • Computer Assisted Instruction to teach student involvement in the IEP <p>Promising Practices</p> <ul style="list-style-type: none"> • Self-Monitoring to teach functional skills • Self-Management instruction to teach social skills • Community Based Instruction to teach community integration skills 	<p>Predictors</p> <ul style="list-style-type: none"> • Self-Advocacy/Self-Determination • Self-Care/Independent Living Skills • Inclusion in General Education
<p>*Self-Determination</p> <ul style="list-style-type: none"> • Assertiveness • Intrinsic Motivation • Self-Efficacy 	
<p>Evidence Based Practices</p> <ul style="list-style-type: none"> • Published curricula to teach student involvement in the IEP • Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment <p>Research Based Practices</p>	<p>Predictors</p> <ul style="list-style-type: none"> • Self-Advocacy/Self-Determination • Inclusion in General Education • Self-Care/Independent Living Skills • Social Skills



- [Whose Future Is It Anyway?](#) to teach self-determination skills
- [Self-Advocacy Strategy](#) to teach student involvement in the IEP
- [Self-Directed IEP](#) to teach student involvement in the IEP
- [Self-Management](#) to teach job specific skills

Promising Practices

- [Computer Assisted Instruction](#) to teach student involvement in the IEP meeting
- [Self-Monitoring](#) to teach Functional Skills