

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). The table below lists skills to be learned and the teaching method/s (i.e., instructional strategy) found to be effective when teaching the skill as determined by high quality research. For additional information and how these practices were identified, visit www.transitionta.org.

Teachers are encouraged to use this list to pair the skill to be learned with an effective practice. This list will be updated as new skills and or practices are identified.

Skill to be Learned	<p style="text-align: center;">Effective Practice (E) = Evidence-Based (R) = Research-Based</p> <p style="text-align: center;"><i>(Note: a practice may be evidence-based for one skill and research-based for another due to our criteria for defining the levels of evidence)</i></p>
Banking and Finance Skills	<ul style="list-style-type: none"> • Simulated Instruction (R)
Employment and other Work Performance Skills	<ul style="list-style-type: none"> • Internships (R) • Project Search (E) • Self-Management Instruction (R) • Service Learning (R) • Video Modeling (R)
Grocery Shopping Skills	<ul style="list-style-type: none"> • Response Prompting (R)
Home Maintenance and Other Functional Life Skills (e.g., hygiene, hair care, cleaning, making lunch, using cell phone, sweeping, laundry, use of iPhone/iPad, gift wrapping, mailing a letter)	<ul style="list-style-type: none"> • Take Charge Curriculum (E) • Video Modeling (R)
Interviewing Skills	<ul style="list-style-type: none"> • Video Modeling (R)
Information Technology Skills	<ul style="list-style-type: none"> • EnvisionIT Curriculum (R)
Leisure Skills (e.g., darts, basketball, puzzles, origami)	<ul style="list-style-type: none"> • Video Modeling (R)
Math Skills	
Basic Math Skills (e.g., computation)	<ul style="list-style-type: none"> • Graduated Sequence of Instruction (R) • Peer-Assisted Instruction (R) • Schema-based Instruction (E) • Self-Regulated Strategy Development [SRSD] (R)
Estimating Pay & Change, Calculating Tip	<ul style="list-style-type: none"> • Video Modeling (R)

Fractions	<ul style="list-style-type: none"> • Anchored Instruction (E) • Graduated Sequence of Instruction (R) • Mastering Fractions Interactive Videodisc Curriculum (E)
Geometry Skills (area, perimeter)	<ul style="list-style-type: none"> • Graduated Sequence of Instruction (R)
Math Fluency	<ul style="list-style-type: none"> • Self-Management Instruction (R)
Mathematical Problem Solving	<ul style="list-style-type: none"> • Anchored Instruction (E) • Mastering Fractions Interactive Videodisc Curriculum (E) • Peer-Assisted Instruction (R) • Schema-based Instruction (E) • Self-Management (R) • Self-Regulated Strategy Development [SRSD] (R) • SOLVE-IT (R) • Video Modeling (R)
Proportional Reasoning Skills	<ul style="list-style-type: none"> • Schema-based Instruction (E)
Note Taking	<ul style="list-style-type: none"> • Strategic Note Taking (R)
Occupational Skills: General (e.g., cooperation, assertiveness)	<ul style="list-style-type: none"> • Project Search (E) • Working at Gaining Employment Skills [WAGES] Curriculum (R)
Occupational Skills: Specific (e.g., office skills, dishwashing, washing tables, recycling, portioning, food prep, dishwashing)	<ul style="list-style-type: none"> • Self-Management Instruction (R) • Video Modeling (R)
Reading Skills	
Information Recall/Paraphrasing	<ul style="list-style-type: none"> • RAP Paraphrasing Strategy (R) • Word mapping Strategy (R)
Reading Comprehension	<ul style="list-style-type: none"> • Embedded Story Structure Routine (R) • Direct Instruction of Main Idea (R) • Graphic Organizers (R) • RAP Paraphrasing Strategy (R) • Reading Comprehension Strategy (R) • Reading Comprehension Strategies plus Attribution Retraining Concepts and Strategies (R) • Repeated Reading (R) • REWARDS® Program (E) • Self-monitoring (R) • TRAVEL Mnemonic (R) • Visual Supports (R)
Reading Fluency	<ul style="list-style-type: none"> • Corrective Reading © (R) • Repeated Reading (R)
Vocabulary	<ul style="list-style-type: none"> • Graphic Organizer (E) • REWARDS® Program (E)

	<ul style="list-style-type: none"> Peer Assisted Instruction/Support (E) Word mapping Strategy (R)
Reducing Disruptive Behavior	<ul style="list-style-type: none"> Check and Connect (R) Self-Determined Learning Model of Instruction [SDLMI] (R)
Science Content Acquisition	<ul style="list-style-type: none"> Mnemonics (E) Peer Assisted Instruction/Support (E) Structured Inquiry (R) Time Delay (E)
Self-Determination Skills (e.g., goal setting, self-efficacy, decision-making, self-awareness, self-advocacy, goal attainment)	<ul style="list-style-type: none"> Check and Connect (R) GO 4 IT Now...! (R) Mentoring (R) Person Centered Planning (R) Self-Advocacy Strategy (E) Self-Determined Learning Model of Instruction [SDLMI] (R) Self-Directed IEP (E) Self-Regulated Strategy Development [SRSD] (R) + POW TREE Take Charge Curriculum (E) Student Directed Transition Planning Lesson Package (R) Whose Future Is It? Curriculum (R)
Social Studies Content Acquisition	<ul style="list-style-type: none"> Graphic Organizer (R) Mnemonics (R) Peer Assisted Instruction/Support (E)
Social and Communication Skills	<ul style="list-style-type: none"> Internships (R) Peer Assisted Instruction/Support (E) Self-Management Instruction (R) Service learning (R) Working at Gaining Employment Skills [WAGES] Curriculum (R)
Student Involvement in the IEP/Transition Planning Process	<ul style="list-style-type: none"> Check and Connect (R) Person Centered Planning (R) Self-Advocacy Strategy (E) Self-Directed IEP (E) Take Charge Curriculum (E) Student Directed Transition Planning Lesson Package (R) Whose Future Is It? Curriculum (R)
Writing Skills	
Expository Writing	<ul style="list-style-type: none"> GO 4 IT Now...! (R)
Persuasive and Argumentative Essay Writing	<ul style="list-style-type: none"> Self-Regulated Strategy Development [SRSD] (R) + POW TREE
Quality of Writing	<ul style="list-style-type: none"> Self-Regulated Strategy Development [SRSD] (R) + Graphic Organizers
Writing Fluency	<ul style="list-style-type: none"> Expressive Writing Level 1 (R)

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| | <ul style="list-style-type: none">• Graphic Organizers (R) |
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