What is an Evidence-Based Practice (EBP)?

EBP 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).

What Do EBP Provide Teachers With?

- Provide teachers with information about which teaching method in secondary transition has been most effective at helping students with disabilities learn skills.
- EBP can be used to support IEP goals and objectives.

Student-Focused Planning - includes practices in the areas of IEP development, student participation in planning, and planning strategies

Using *Whose Future Is It Anyway* to Teach Student Knowledge of Transition Planning

Using *Check and Connect*
Using *Computer Assisted Instruction*
Using *Self-Advocacy Strategy*
Using *Self-Directed IEP*
Using *Published Curricula*

Student Development - includes strategies in the areas of life skills instruction, career and vocational curricula, structured work experience, assessment, and support services

Using *Mnemonics*
Using *Peer-Assisted Instruction*
Using *Self-Management Instruction*
Using *Technology*
Using *Visual Displays*

Using *Backward Chaining*
Using *Constant Time Delay*
Using *Forward Chaining*
Using *Progressive Time Delay*
Using *Self-Monitoring Instruction*
Using *Simultaneous Prompting*
Using *Systems of Least to Most Prompts*
Using *Systems of Most to Least Prompts*
Using *Total Task Chaining*
NSTTAC’s Secondary Transition Evidence-Based Practices

Using **Community-Based Instruction**
Using **Progressive Time Delay**
Using **Systems of Least to Most Prompts**

Using **One More Than Strategy**

Using **Extension of Career Planning Services after Graduation**

Using **Community-Based Instruction**
Using **One More Than Strategy**
Using **Progressive Time Delay**
Using **Response Prompting**
Using **Simulations**
Using **Systems of Least to Most Prompts**

Using **Whose Future Is It Anyways?**

Using **Self-Determined Learning Model of Instruction**

Using **Response Prompting**
Using **Self-Management Instruction**
Using **Simulations**

To Teach Safety Skills
To Teach How to Count Money
To Teach Increased Finance Skills
To Teach Purchasing Skills
To Teach Self-Determination Skills
To Teach Goal Attainment
To Teach Social Skills
NSTTAC’s Secondary Transition Evidence-Based Practices

- Using **Systems of Least to Most Prompts**
- Using **Community-Based Instruction**
  To Teach Communication Skills

- Using **Computer Assisted Instruction**
- Using **Constant Time Delay**
- Using **Self-Management Instruction**
- Using **Systems of Least to Most Prompts**
  To Teach Job Specific Skills

- Using **Mnemonics**
  To Teach How to Complete a Job Application

- Using **Community-Based Instruction**
- Using **Response Prompting**
  To Teach Employment Skills

- Using **Community Based Instruction**
- Using **Constant Time Delay**
- Using **Simulations**
  To Teach Banking Skills

- Using **Community Based Instruction**
  To Teach Community Integration Skills

- Using **Community Assisted Instruction**
- Using **Constant Time Delay**
- Using **Response Prompting**
- Using **Video Modeling**
- Using **Systems of Least to Most Prompts**
  To Teach Food Preparation and Cooking Skills

- Using **Community Assisted Instruction**
- Using **Community-Based Instruction**
- Using **Response Prompting**
- Using **Systems of Least to Most Prompts**
  To Teach Grocery Shopping Skills
NSTTAC’s Secondary Transition Evidence-Based Practices

Family Involvement - includes practices in family training, family involvement, and family empowerment

- Using **Response Prompting**
- Using **Video Modeling**

To Teach Home Maintenance Skills

- Using **Response Prompting**

To Teach Laundry Tasks

- Using **Response Prompting**
- Using **Constant Time Delay**

To Teach Leisure Skills

Using **Training Modules**

To Teach Parent Involvement in the Transition Process

Program Structure - includes practices in program philosophy, policy and evaluation, strategic planning, resource allocation, and human resource development.

- Using **Check and Connect to Promote:**

To Teach Student Participation in IEP Meetings

- Using **Community-Based Instruction to Teach:**

- Using **Extension of Career Planning Services After Graduation to Promote:**

To Teach Increased Finance Skills

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Banking Skills
Grocery
Shopping Skills
Community Integration Skills
Purchasing Skills
Safety Skills
Communication Skills