





Effective Practices and Predictors Matrix

Level of Evidence	Relevant Outcome Area	Practice or Predictor Description Title
Evidence-based Practices 	Education	<ul style="list-style-type: none"> ▪ Student-focused Planning Practices <ul style="list-style-type: none"> ▪ Published curricula to teach student involvement in the IEP to students with disabilities ▪ Self-Directed IEP to teach student involvement in the IEP meeting for students with disabilities ▪ Student Development (Academic, Employment, and Life Skills) Practices <ul style="list-style-type: none"> ▪ Anchored Instruction to teach math to students with disabilities and learning disabilities and intellectual disabilities and other health impairments ▪ Graphic Organizers to teach science to students with disabilities and students with learning disabilities ▪ Mnemonics to teach math to students with disabilities and students with learning disabilities ▪ Mnemonics to teach science to students with disabilities and students with learning disabilities ▪ Peer Tutoring to teach science to students with disabilities and students with learning disabilities ▪ REWARDS Program to Teach Decoding, Vocabulary, and Reading Comprehension ▪ Schema Based Instruction to teach math to students with disabilities ▪ Self-Determined Learning Model of Instruction to teach goal attainment to students with disabilities and students with intellectual disabilities ▪ Strategy Instruction to teach reading comprehension to students with disabilities and students with learning disabilities ▪ Using Technology to teach math to students with learning disabilities ▪ Time Delay to teach science to students with disabilities and students with intellectual disabilities
	Employment	<ul style="list-style-type: none"> ▪ Student-focused Planning Practices <ul style="list-style-type: none"> ▪ Published Curricula to teach student involvement in the IEP to students with disabilities ▪ Self-Directed IEP to teach student involvement in the IEP meeting for students with disabilities ▪ Student Development Practices <ul style="list-style-type: none"> ▪ Self-Determined Learning Model of Instruction to teach goal attainment to students with disabilities and students with intellectual disabilities



	<p>Independent Living</p>	<ul style="list-style-type: none"> ▪ Student-focused Planning Practices <ul style="list-style-type: none"> ▪ Published Curricula to teach student involvement in the IEP to students with disabilities ▪ Self-Directed IEP to teach student involvement in the IEP meeting for students with disabilities ▪ Student-Development Practices <ul style="list-style-type: none"> ▪ Constant Time Delay to teach food preparation skills to students with intellectual disabilities ▪ Response Prompting to teach food preparation skills to students with disabilities ▪ Response Prompting to teach home maintenance skills to students with disabilities and students with intellectual disabilities ▪ Self-Determined Learning Model of Instruction to teach goal attainment to students with disabilities and students with intellectual disabilities ▪ Simulations to teach purchasing skills to students with disabilities and students with intellectual disabilities ▪ Video Modeling to teach home maintenance skills to students with disabilities and students with intellectual disabilities ▪ Whose Future Is It Anyway? to teach self-determination to students with disabilities and students with learning disabilities and intellectual disabilities
<p>Research-based Practices</p> 	<p>Education</p>	<ul style="list-style-type: none"> ▪ Predictors of Postsecondary Education <ul style="list-style-type: none"> ▪ Inclusion in General Education ▪ Occupational Courses ▪ Paid Employment/ Work Experience ▪ Transition Program ▪ Vocational or Career & Technical Education ▪ Youth Autonomy and Decision Making ▪ School Completion Practices <ul style="list-style-type: none"> ▪ Academic Support and Enrichment for dropout prevention ▪ Accelerated Middle Schools for staying and progressing in school ▪ Adult Advocate for dropout prevention ▪ Check and Connect for staying and progressing in school ▪ High School Redirection for school completion



		<ul style="list-style-type: none">▪ Student-focused Planning Practices<ul style="list-style-type: none">▪ <u>Check and Connect</u> to promote student participation in the IEP Meeting for students with emotional-behavior disorders▪ <u>Published Curricula</u> to teach student involvement in the IEP to students with autism, emotional-behavior disorders, intellectual disabilities, learning disabilities, or other health impairments▪ <u>Self-Advocacy Strategy</u> to teach student involvement in the IEP meeting to students with disabilities and students with learning disabilities▪ <u>Self-Directed IEP</u> to teach student involvement in the IEP meeting for students with intellectual disabilities and students with learning disabilities▪ Student Development (Academic, Employment, and Life Skills) Practices*<ul style="list-style-type: none">▪ <u>Anchored Instruction</u> to teach math to students with disabilities and learning disabilities and intellectual disabilities and other health impairments▪ <u>Computerized Concept Mapping</u> to teach social studies to students with disabilities, students with emotional-behavior disorders, and students with learning disabilities▪ <u>Corrective Reading to Teach Fluency, Decoding, Word Identification, and Vocabulary</u>▪ <u>Corrective Reading</u> to teach reading to students with disabilities and students with emotional-behavior disorders▪ <u>Direct Instruction of Main Idea to Teach Reading Comprehension</u>▪ <u>Embedded Story Structure to Teach Reading Comprehension</u>▪ <u>Graduated Sequence of Instruction</u> to teach math to students with disabilities and students with learning disabilities▪ <u>Graphic Organizers to Teach Reading Comprehension</u>▪ <u>Graphic Organizers</u> to teach reading comprehension to students with disabilities and students with learning disabilities▪ <u>Peer Assisted Instruction</u> to teach math to students with disabilities and students with learning disabilities▪ <u>Peer Tutoring</u> to teach reading to students with disabilities and students with learning disabilities▪ <u>Peer Tutoring</u> to teach social studies content to students with disabilities and students with emotional-behavior disorders▪ <u>RAP Paraphrasing Strategy to Teach Paraphrasing and Reading Comprehension Skills</u>
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		<ul style="list-style-type: none"> ▪ Reading Comprehension Strategy Plus Attribution Retraining Concepts and Strategies to Teach Reading Comprehension Skills ▪ Reading Comprehension Strategy to Teach Reading Comprehension Skills ▪ Repeated Reading to teach reading fluency and comprehension to students with disabilities and students with learning disabilities ▪ Schema Based Instruction to teach math to students with learning disabilities and intellectual disabilities ▪ Self-Determined Learning Model of Instruction to teach goal attainment to students with autism and students with learning disabilities ▪ Self-Management to teach math to students with disabilities and students with emotional-behavior disorders ▪ Self-Monitoring to Teach Reading Comprehension, Productivity, and Accuracy ▪ Self-Regulated Strategy Development (SRSD) to Teach Math ▪ SOLVE-IT to Teach Math ▪ Structured Inquiry to teach science to students with disabilities ▪ Supplemental Materials to teach history content to students with disabilities and students with learning disabilities ▪ TouchMath to teach math to students with disabilities ▪ TRAVEL Mnemonic to Teach Reading Comprehension ▪ Visual Displays to Teach Information Recall and Reading Comprehension ▪ Word Mapping to Teach Vocabulary
	<p>Employment</p>	<ul style="list-style-type: none"> ▪ Predictors of Postsecondary Employment <ul style="list-style-type: none"> ▪ Inclusion in General Education ▪ Occupational Courses ▪ Paid Employment/ Work Experience ▪ Vocational or Career & Technical Education ▪ Work Study ▪ Student-focused Planning Practices <ul style="list-style-type: none"> ▪ Check and Connect to promote student participation in the IEP Meeting for students with emotional-behavior disorders ▪ Published Curricula to teach student involvement in the IEP to students with autism, emotional-behavior disorders, intellectual disabilities, learning disabilities, or other health impairments




		<ul style="list-style-type: none"> ▪ Self-Advocacy Strategy to teach student involvement in the IEP meeting to students with disabilities and students with learning disabilities ▪ Self-Directed IEP to teach student involvement in the IEP meeting for students with intellectual disabilities and students with learning disabilities ▪ Student Development Practices <ul style="list-style-type: none"> ▪ Community Based Instruction to teach communication skills to students with disabilities ▪ Computer-Assisted Instruction to teach job specific skills to students with intellectual disabilities ▪ Constant Time Delay to teach job specific skills to students with intellectual disabilities ▪ Response Prompting to teach employment skills to students with disabilities and students with intellectual disabilities ▪ Self-Determined Learning Model of Instruction to teach goal attainment to students with autism and students with learning disabilities ▪ Self-Management to teach job specific skills ▪ Simulation to teach social skills to students with disabilities ▪ System of Least-to-Most Prompts to teach job specific skills to students with intellectual disabilities ▪ Vocational Rehabilitation Collaborative Practices <ul style="list-style-type: none"> ▪ Counseling and the Working Alliance between Counselor and Consumer ▪ Interagency Collaboration ▪ Vocational Rehabilitation Employment Practices <ul style="list-style-type: none"> ▪ Supported Employment ▪ Vocational Rehabilitation Professional Training Practices <ul style="list-style-type: none"> ▪ Counselor Education ▪ Vocational Rehabilitation Service Delivery Practices <ul style="list-style-type: none"> ▪ Services to a Targeted Group
	<p>Independent Living</p>	<ul style="list-style-type: none"> ▪ Predictors of Postsecondary Independent Living <ul style="list-style-type: none"> ▪ Inclusion in General Education ▪ Self-care/ Independent Living Skills ▪ Student-focused Planning Practices <ul style="list-style-type: none"> ▪ Check and Connect to promote student participation in the IEP Meeting for students with emotional-behavior disorders



		<ul style="list-style-type: none">▪ Published curricula to teach student involvement in the IEP to students with autism, emotional-behavior disorders, intellectual disabilities, learning disabilities, or other health impairments▪ Self-Advocacy Strategy to teach student involvement in the IEP meeting to students with disabilities and students with learning disabilities▪ Self-Directed IEP to teach student involvement in the IEP meeting for students with intellectual disabilities and students with learning disabilities▪ Student Development Practices<ul style="list-style-type: none">▪ Backward Chaining to teach functional life skills to students with intellectual disabilities▪ Community Based Instruction to teach banking to students with intellectual disabilities▪ Community Based Instruction to teach community integration skills to students with intellectual disabilities▪ Community Based Instruction to teach purchasing skills to students with disabilities and students with intellectual disabilities▪ Community Based Instruction to teach safety skills to students with intellectual disabilities▪ Computer-assisted Instruction to teach food preparation skills to students with intellectual disabilities▪ Computer-Assisted Instruction to teach grocery shopping skills to students with intellectual disabilities▪ Constant Time Delay to teach banking to students with intellectual disabilities▪ Constant Time Delay to teach functional skills to students with intellectual disabilities▪ Constant Time Delay to teach leisure skills to students with disabilities and students with intellectual disabilities▪ Forward Chaining to teach functional skills to students with intellectual disabilities▪ One-More-Than Strategy to teach money counting to students with intellectual disabilities▪ One-More-Than Strategy to teach purchasing skills to students with disabilities and students with intellectual disabilities▪ Progressive Time Delay to teach functional life skills to students with disabilities and students with intellectual disabilities▪ Progress Time Delay to teach purchasing skills to students with disabilities and students with intellectual disabilities▪ Progressive Time Delay to teach safety skills to students with intellectual disabilities▪ Response Prompting to teach food preparation skills to students with intellectual disabilities
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<p>Promising Practices</p> 	<p>Education</p>	<ul style="list-style-type: none"> ▪ Predictors of Postsecondary Education <ul style="list-style-type: none"> ▪ Career Awareness ▪ High School Diploma ▪ Interagency Collaboration ▪ Parent Expectations ▪ Self-Advocacy/ Self-Determination ▪ Self-Care/ Independent Living Skills



		<ul style="list-style-type: none"> ▪ Social Skills ▪ Student Support ▪ School Completion Practices <ul style="list-style-type: none"> ▪ Career Academies for school completion ▪ Job Corps for school completion ▪ JOBSTART for school completion ▪ Social and Behavior Intervention Programs for dropout prevention ▪ Talent Search for school completion ▪ Twelve Together for staying in school ▪ Student-Focused Planning Practices <ul style="list-style-type: none"> ▪ Computer-Assisted Instruction to teach participation in the IEP process for students with disabilities ▪ Student Development Practices <ul style="list-style-type: none"> ▪ Cover, Copy, Compare to teach math skills to students with disabilities ▪ Graduated Sequence of Instruction to teach math to students with disabilities and students with learning disabilities ▪ Graphic Organizers to teach math to students with disabilities ▪ Mnemonics to teach social studies vocabulary to students with disabilities ▪ Morphological Instruction to teach reading to students with disabilities ▪ Self-Regulated Strategy Development (SRSD) to Teach Math ▪ Simultaneous Prompting to teach math to students with intellectual disabilities ▪ Technology to teach reading comprehension to students with intellectual disabilities ▪ SOLVE-IT to Teach Math ▪ Take Action: making goals happen curriculum to teach goal-setting and attainment for students with disabilities
	<p>Employment</p>	<ul style="list-style-type: none"> ▪ Predictors of Postsecondary Employment <ul style="list-style-type: none"> ▪ Career Awareness ▪ Community Experiences ▪ High School Diploma ▪ Interagency Collaboration ▪ Parent/ Family Involvement ▪ Parent Expectations ▪ Program of Study



		<ul style="list-style-type: none">▪ Self-Advocacy/ Self-Determination▪ Self-Care/ Independent Living Skills▪ Social Skills▪ Student Support▪ Transition Program▪ Travel Skills▪ Youth Autonomy and Decision Making▪ Student-Focused Planning Practices<ul style="list-style-type: none">▪ Computer-Assisted Instruction to teach participation in the IEP process for students with disabilities▪ Student Development Practices<ul style="list-style-type: none">▪ Community Based Instruction to teach employment skills to students with intellectual disabilities▪ Extended of Career Planning Services to teach finance skills to students with disabilities▪ Mnemonics to teach completing a job application to students with learning disabilities▪ System of Least Prompts procedures with a Video Prompt to teach office tasks to students with intellectual disabilities▪ System of least-to-most prompts to teach job specific skills to students with intellectual disabilities▪ Video Modeling to teach interviewing skills to students with autism▪ Vocational Rehabilitation Organizational Practices<ul style="list-style-type: none">▪ Data Driven▪ Employer Relations Team▪ Excellent Service, Every Consumer, Every Time (E-3)▪ Incubator Units▪ Organizational Skills Enhancement▪ Rapid Response and Internal Service Specialized Coordinators, Counselors, and Caseloads▪ Share Point▪ Strong Business Model▪ Vocational Rehabilitation Service Delivery Practices<ul style="list-style-type: none">▪ Acquired Brain Injury (ABI) Program▪ Career Exploration Services▪ Career Exploration to increase career search self-efficacy
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		<ul style="list-style-type: none"> ▪ Choose to Work (CTW) ▪ Community Rehabilitation Program (CRP) Certification ▪ DARSforce ▪ Embedded Training Programs (ETP) ▪ Empowerment and Customer Self-Concept ▪ Essential Elements of Service Delivery ▪ Individual Placement and Support (IPS) ▪ Maryland Seamless Transition Collaborative (MSTC) ▪ Soft Skills Training ▪ Utah Defendant Offender Workforce Development Taskforce (UDOWD) ▪ Valforce ▪ Work Incentive Planning and Benefits Counseling ▪ Vocational Rehabilitation Environmental and Cultural Factors <ul style="list-style-type: none"> ▪ Agency Leadership ▪ Organizational Culture ▪ Increasing Visibility and Communication/Constituent Relations ▪ Partnerships ▪ Rehabilitation Counselor and Unit Autonomy ▪ Resources ▪ Return on Investment ▪ Service Integration and Business Model ▪ Staff Training and Development ▪ Support for Innovative and Promising Practices ▪ Working Alliance and Client-Centered Services
	<p>Independent Living</p>	<ul style="list-style-type: none"> ▪ Predictors of Independent Living <ul style="list-style-type: none"> ▪ Paid Employment/ Work Experience ▪ Social Skills ▪ Student Support ▪ Student-Focused Planning Practices <ul style="list-style-type: none"> ▪ Computer-Assisted Instruction to teach participation in the IEP process for students with disabilities ▪ Person-Centered Planning to teach future expectations to students with disabilities



▪ **Student Development Practices**

- [Community Based Instruction to teach communication skills to students with deaf-blindness and intellectual disabilities](#)
- Community based instruction to teach grocery shopping skills
- [Constant Time Delay and SMART Board Technology to teach grocery store vocabulary to students with moderate intellectual disabilities](#)
- [Constant Time Delay to teach First Aid skills to students with disabilities](#)
- [Differential Reinforcement to teach task completion for students with disabilities](#)
- [Extended of Career Planning Services to teach finance skills to students with disabilities](#)
- [Forward Chaining to teach functional skills to students with intellectual disabilities](#)
- [MultiMedia Social Stories to teach knowledge of adult outcomes to students with intellectual disabilities](#)
- [One-More-Than Strategy to teach purchasing skills to students with autism and intellectual disabilities](#)
- [Peer Directed Novel Question Training to teach conversation skills for students with autism](#)
- [Peer Network Interventions to teach social engagement skills for students with autism spectrum disorder](#)
- [Response Prompting to teach travel skills to students with moderate intellectual disabilities](#)
- [Role Play to teach workplace social skills to students with moderate intellectual disabilities](#)
- [Self-Management to teach social skills to students with emotional and behavior disorders and students with intellectual disabilities](#)
- [Simultaneous Prompting and Constant Time Delay to teach Solitaire to students with disabilities](#)
- [Simulated Instruction and Video Modeling to teach selecting a bus stop for students with moderate intellectual disabilities](#)
- [Simulated Instruction to teach basic finance skills for students with autism spectrum disorder, with mild intellectual disabilities, with learning disabilities, and with other health impairments](#)
- [Simultaneous Prompting to teach restaurant sight words to students with disabilities](#)
- [System of Least Prompts to teach functional digital literacy skills to students with disabilities](#)
- [The Self-Advocacy and Conflict Resolution Training to teach self-advocacy skills to students with disabilities and to students with learning disabilities](#)
- [Using the Student-Directed Transition Planning Lessons to teach transition knowledge and self-efficacy skills](#)



NTACT

National Technical Assistance Center on Transition

		<ul style="list-style-type: none">▪ Video Modeling to teach fine motor tasks to students with autism▪ Video Modeling to teach iPod and iPhone use to students with moderate intellectual disabilities
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