

Effective Practices and Predictors of Post-School Success

NTACT is charged with assisting stakeholders in implementing evidence-based and promising practices and predictors that promote positive post-school outcomes for all students with disabilities. Effective practices and predictors have been identified based on the amount, type, and quality of the research conducted, and are labeled as either (a) evidence-based, (b) research-based, or (c) promising. Currently NTACT is not identifying “unestablished” practices, but recognizes there are practices in the field for which there is not yet evidence of effectiveness.

The following table describes effective practices (based on experimental research) and predictors (based on correlational research) around the five core transition services that were outlined in the previous section. To learn more about EBPS and predictors follow the links below to the NTACT website.

Job Exploration Counseling	
*Career Speakers	
Research-Based Practices <ul style="list-style-type: none"> • Supported employment • Impact of counselor education and consumer outcomes 	Predictors <ul style="list-style-type: none"> • Career Awareness
Career Student Organization	
Research-Based Practices <ul style="list-style-type: none"> • Supported employment • Impact of counselor education and consumer outcomes 	Predictors <ul style="list-style-type: none"> • Career Awareness
*Career Vocational Assessment	
Promising Practices <ul style="list-style-type: none"> • Data Driven 	Predictors <ul style="list-style-type: none"> • Career Awareness • Occupational Courses • Community Experiences • Program of Study • Vocation Education
Course of Study Alignment with Career	
Evidenced-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 • Vocation Education
Discovery	

Promising Practices	Predictors	
<ul style="list-style-type: none"> Data Driven 	<ul style="list-style-type: none"> Career Awareness Transition Program 	
Informational Interviews		
Promising Practices	Predictors	
<ul style="list-style-type: none"> Data Driven 	<ul style="list-style-type: none"> Career Awareness 	
*Interest and Ability Inventories		
Promising Practices	Predictors	
<ul style="list-style-type: none"> Data Driven 	<ul style="list-style-type: none"> Career Awareness Transition Program 	
Job Shadowing		
Research-Based Practices	Predictors	
<ul style="list-style-type: none"> Supported employment Impact of counselor education and consumer outcomes 	<ul style="list-style-type: none"> Career Awareness Occupational Courses 	
*Labor Market Statistic and Trends		
Promising Practices	Predictors	
<ul style="list-style-type: none"> Career Exploration Services 	<ul style="list-style-type: none"> Career Awareness 	
Reviewed Resources for Job Exploration Counseling		
Resource	Content Area	Audience
<p>Career Onestop:</p> <p>Learn about careers, find career information, and locate career resources and advice.</p>	<ul style="list-style-type: none"> Interest and ability inventories Discovery Labor Market statistics and trends Course of study alignment with career 	<ul style="list-style-type: none"> Special Education Teacher Vocational Rehabilitation Counselor Transition Specialist Student Parent
<p>Informational Interview. (n.d.). UC Berkley, Career Center.</p> <p>Provides an overview, benefits and six steps for successful informational interviews.</p>	<ul style="list-style-type: none"> Informational Interviews 	<ul style="list-style-type: none"> Special Education Teacher Vocational Rehabilitation Counselor Transition Specialist Student
<p>Kansas Public Schools. (n.d.). Quality Work-based Learning Toolkit, Creating Quality Work-Based Learning Guide</p> <p>Provides an introduction to the principles of quality</p>	<ul style="list-style-type: none"> Discovery Informational Interviews Job shadowing Volunteering Workplace tours/field 	<ul style="list-style-type: none"> Special Education Teacher Vocational Rehabilitation Counselor

<p>work based learning and lays the foundation for developing any work-based learning experience.</p>	<p>trips</p>	<ul style="list-style-type: none"> • Transition Specialist
<p>High School/High Tech Program Guide: A Comprehensive Transition Program Promoting Careers in Science, Technology, Engineering and Math for Youth with Disabilities: This Guide can be used by existing HS/HT programs for program improvement and expansion, and by new and developing programs to guide their implementation efforts.</p>	<ul style="list-style-type: none"> • Interest and ability inventories • Discovery • Informational interviews • Course of study alignment with career • Career vocational assessment • Volunteering 	<ul style="list-style-type: none"> • Special Education Teacher • Vocational Rehabilitation Counselor • Transition Specialist
<p>Promoting Quality Individualized Learning Plans: A "How to Guide" Focused on the High School Years (See the Self-Exploration and Career Exploration sections) This guide is designed to help schools develop a bridge between college and career readiness efforts through the use of ILPs</p>	<ul style="list-style-type: none"> • Interest and ability inventories • Discovery • Course of study alignment with career • Career vocational assessment 	<ul style="list-style-type: none"> • Special Education Teacher • Vocational Rehabilitation Counselor • Transition Specialist •
<p>Resource</p>	<p>Content Area</p>	<p>Audience</p>
<p>O*NET Online O*NET OnLine has detailed descriptions of the world of work for use by job seekers, workforce development and HR professionals, students, researchers, and more!</p>	<ul style="list-style-type: none"> • Interest and ability inventories • Discovery • Labor Market statistics and trends • Course of study alignment with career • Career vocational assessment 	<ul style="list-style-type: none"> • Special Education Teacher • Vocational Rehabilitation Counselor • Transition Specialist • Student • Parent

Work Based Learning	
*Apprenticeships	
<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 <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 skill 	<p>Predictors</p> <ul style="list-style-type: none"> • Career Awareness • Community Experiences • Vocation 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 <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 • Program of Study
*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 <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 	<p>Predictors</p> <ul style="list-style-type: none"> • Community Experiences • Career Awareness • Work Study
*Career Related Competitions	
<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 • Vocation Education

<ul style="list-style-type: none"> • Using an extension of services after graduation to promote increased financial skills 	
*Informational Interviews	
Promising Practices <ul style="list-style-type: none"> • Data Driven 	Predictors <ul style="list-style-type: none"> • Career Awareness
*Internships	
Research Based Practices <ul style="list-style-type: none"> • Response Prompting to teach Employment 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 skill 	Predictors <ul style="list-style-type: none"> • Community Experiences • Career Awareness • Paid Employment/Work Experiences • Work Study

Job Clubs	
Research-Based Practices <ul style="list-style-type: none"> • Supported employment • Impact of counselor education and consumer outcomes 	Predictors <ul style="list-style-type: none"> • Career Awareness
*Job Shadowing	
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 Least to Most Prompts to teach specific job skill 	Predictors <ul style="list-style-type: none"> • Community Experiences • Career Awareness • Paid Employment/Work Experiences • Work Study
*Non-paid Work Experience	
Research Based Practices	Predictors

<ul style="list-style-type: none"> • Self-Management Instruction to teach Job specific 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 skill 	<ul style="list-style-type: none"> • Career Awareness • Community Experiences • Work Study
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***On-the-job Training**

<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 an extension of services after graduation to promote increased financial skills • Using Least to Most Prompts to teach specific job skill 	<p>Predictors</p> <ul style="list-style-type: none"> • Career Awareness • Community Experiences • Vocation Education • Work Study
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***Paid Employment**

<p>Research Based Practices</p> <ul style="list-style-type: none"> • Supported Employment for competitive integrated employment <p>Promising Practices</p> <ul style="list-style-type: none"> • Using Least to Most Prompts to teach specific job skill 	<p>Predictors</p> <ul style="list-style-type: none"> • Career Awareness • Community Experiences • Paid Employment/Work Experiences
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***Service Learning**

<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 skill 	<p>Predictors</p> <ul style="list-style-type: none"> • Career Awareness • Community Experiences • Work Study
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***School Work Experience including Student-led Enterprises**

<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 skill 	<p>Predictors</p> <ul style="list-style-type: none"> • Career Awareness • Work Study 	
<p>*Volunteering</p>		
<p>Research-Based Practices</p> <ul style="list-style-type: none"> • Supported employment 	<p>Predictors</p> <ul style="list-style-type: none"> • Career Awareness • Vocation Education • Parent Involvement 	
<p>*Work-site tours to learn about necessary job skills</p>		
<p>Research-Based Practices</p> <ul style="list-style-type: none"> • Supported employment • Impact of counselor education and consumer outcomes 	<p>Predictors</p> <ul style="list-style-type: none"> • Career Awareness 	
<p>Reviewed Resources</p>		
<p>Resource</p>	<p>Content Area</p>	<p>Audience</p>
<p>Handbook for Implementing a Comprehensive Work-Based Learning Program According to the Fair Labor Standards Act</p> <p>This handbook provides guidance to schools operating WBL programs and provides guidance to schools operating WBL programs and encourages the adoption of WBL programs by schools not presently using this approach. By following the information and examples in this handbook, schools can proceed with confidence to operate effective WBL programs consistent with the FLSA.</p>	<ul style="list-style-type: none"> ▪ Non-paid work experience ▪ Internships ▪ Paid Employment 	<ul style="list-style-type: none"> ▪ Special Education Teacher ▪ Vocational Rehabilitation Counselor ▪ Transition Specialist
<p>Workforce Innovation Technical Assistance Center (WINTAC):WIOA Section 511</p> <p>Provides an overview of requirements and tools related to Section 511.</p>	<ul style="list-style-type: none"> ▪ Non-paid work experience ▪ Paid Employment 	<ul style="list-style-type: none"> ▪ Special Education Teacher ▪ Vocational Rehabilitation Counselor ▪ Transition Specialist ▪ Administrator
<p>OSEP/Rehabilitation Memorandum on Unpaid Work</p> <p>OSEP Dear Colleague letter (6/22/12) addressing IDEA as it applies to Least Restrictive Environment (LRE), non-paid work experiences, parent notification and provision of supplementary aides and services.</p>	<ul style="list-style-type: none"> ▪ Non-paid work experience 	<ul style="list-style-type: none"> ▪ Special Education Teacher ▪ Vocational Rehabilitation Counselor ▪ Transition Specialist

<p>ODEP-Funded Customized Employment Materials and Other Technical Assistance Resources</p> <p>Resources include fact sheets, policy briefs, web broadcasts, videos and more.</p>	<ul style="list-style-type: none"> ▪ On-the-job training ▪ Paid Employment ▪ Internships 	<ul style="list-style-type: none"> ▪ Special Education Teacher ▪ Vocational Rehabilitation Counselor ▪ Transition Specialist ▪ Parent ▪ Job Developer
<p>Real People, Real Jobs: Stories from the Front Line: Institute for Community Inclusion, University of Massachusetts, Boston:</p> <p>This site highlights the employment successes of people with Intellectual and Developmental Disabilities (IDD) who are working in paid jobs in their communities.</p>	<ul style="list-style-type: none"> ▪ On-the-job training ▪ Internships ▪ Paid Employment 	<ul style="list-style-type: none"> ▪ Special Education Teacher ▪ Vocational Rehabilitation Counselor ▪ Transition Specialist ▪ Student ▪ Parent ▪ Job Developer
<p>WHAT TO KNOW ABOUT WORK-BASED LEARNING EXPERIENCES FOR STUDENTS AND Youth WITH DISABILITIES</p> <p>This fact sheet was created to address the compatible outcome goals and policy priorities identified in The 2020 Youth Transition Plan: A Federal Interagency Strategy and provides a quick glance of available resources. Please click on the links to learn more about each fact.</p>	<p>Non-paid work experience Service Learning Paid Employment</p>	<p>Special Education Teacher Vocational Rehabilitation Counselor Transition Specialist</p>
<p>US Department of Labor, Wage and Hour Division, Chapter 64: Employment of Workers with Disabilities at Special Wages under Section 14(c)</p> <p>Provides general guidance on the administration and enforcement of this program.</p>	<p>Non-paid work experience On-the-job training Paid Employment</p>	<p>Special Education Teacher Vocational Rehabilitation Counselor Transition Specialist</p>
<p>US Department of Labor, Wage and Hour Division, Fact Sheet 71: Internship Programs under the Fair Labor Standards Act.(2010)</p> <p>This fact sheet provides general information to help determine whether interns must be paid the minimum wage and overtime under the Fair Labor Standards Act for the services that they provide to “for-profit” private sector employers.</p>	<p>Non-paid work experience Internships Paid internships</p>	<p>Special Education Teacher Vocational Rehabilitation Counselor Transition Specialist</p>

<p>Kansas Public Schools. (n.d.). Quality Work-based Learning Toolkit, Creating Quality Work-Based Learning Guide</p> <p>Provides an introduction to the principles of quality work based learning and lays the foundation for developing any work-based learning experience.</p>	<p>Job Shadowing Non-paid work experience Internships Paid Employment Career Mentorship</p>	<p>Special Education Teacher Vocational Rehabilitation Counselor Transition Specialist</p>
<p>Work-Based Learning Jump Start,</p> <p>Provides an overview of work-based learning.</p>	<p>Non-paid work experience Service Learning Internships Apprenticeships Paid Employment Career Mentorship</p>	<p>Special Education Teacher Vocational Rehabilitation Counselor Transition Specialist Student Parent</p>
<p>Doyle, A., About Careers, How can Job Clubs Help You Get Hired</p> <p>Explores the benefits of using a job club in your job search efforts.</p>	<ul style="list-style-type: none"> • Discovery • Job Shadowing 	<ul style="list-style-type: none"> • Special Education Teacher • Vocational Rehabilitation Counselor • Transition Specialist • Student • Parent
<p>Engaging Youth in Work Experiences,</p> <p>This Innovative Strategies Practice Brief provides practical examples and resources used by promising and exemplary youth programs to engage students in work experiences.</p>	<p>Job Shadowing Non-paid work experience Internships Paid Employment Student –led Enterprises</p>	<p>Special Education Teacher Vocational Rehabilitation Counselor Transition Specialist</p>
<p>Fostering Inclusive Volunteering and Service Learning,</p> <p>This guide provides information useful to student service professionals and others interested in facilitating student engagement in volunteer activities. It describes how students benefit from volunteering, different types of volunteer opportunities, and ways to assist students to prepare for, access, and learn from their experiences. It also provides relevant resources and tools that can enhance and foster successful outcomes.</p>	<p>Service Learning</p>	<p>Special Education Teacher Vocational Rehabilitation Counselor Transition Specialist</p>
<p>Internships: The On-Ramp to Employment: A guide for student with disabilities,</p>	<p>Internships</p>	<p>Special Education Teacher</p>

<p>A guide for students to use to get the most out of internships opportunities.</p>		<p>Vocational Rehabilitation Counselor Transition Specialist Student Parent</p>
<p><u>Paving the Way to Work: A Guide to Career Focused Mentoring,</u></p> <p>This Guide is intended for individuals designing mentoring programs for students, including students with disabilities, in the transition phase to adulthood</p>	<p>Career Mentorship</p>	<p>Special Education Teacher Vocational Rehabilitation Counselor Transition Specialist</p>

Counseling on Opportunities for Enrollment in Comprehensive Transition or Post-Secondary Education Programs (includes 4 yr., 2 yr. and training programs)	
*Academic Planning	
<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 • Occupational Courses • Transition Program • Self-Advocacy/Self-Determination
*Information on Accommodations and Services in Post-Secondary Education	
<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>Promising Practices</p> <ul style="list-style-type: none"> • Individual Placement and Support (IPS) • Data Driven 	<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
*College Affordability Planning	
<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>Predictors</p> <ul style="list-style-type: none"> • Parent Expectations • Parent Involvement • Self-Advocacy/Self-Determination • Students Autonomy/Decision Making

*College and Career Exploration and Selection Process <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 		
Evidence-Based Practices <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 Research-Based Practices <ul style="list-style-type: none"> • Whose Future Is It? to teach self-determination skills • Interagency Collaboration Promising Practices <ul style="list-style-type: none"> • Career Exploration Services 	Predictors <ul style="list-style-type: none"> • Career Awareness • Students Autonomy/Decision Making • Self-Advocacy/Self-Determination • Parent Expectations • Transition Program • Program of Study • Inclusion in General Education • Parent Involvement • Interagency Collaboration 	
*Post-Secondary Education Application and Admissions Process <ul style="list-style-type: none"> • College application process 		
Evidence-Based Practices <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 Promising Practices <ul style="list-style-type: none"> • Data Driven 	Predictors <ul style="list-style-type: none"> • Career Awareness • Students Autonomy/Decision Making • Self-Advocacy/Self-Determination • Transition Program 	
Reviewed Resources		
Resource	Content Area	Audience
Postsecondary Disclosure... Why, When, What, to Whom, and How? Answers five specific disclosure questions: Why, when, what, to whom, and how to disclose a disability in postsecondary settings.	College and Career Exploration and Selection Process Accommodations & Services in Post- Secondary Education Post-Secondary Education Application and Admission Process	Special education teacher Vocational Rehabilitation Counselor Transition Specialist Student Parent
Self-Advocacy in College – Durham College, Center for	Academic Planning	Special education

<p>Students with Disabilities (video):</p> <p>This site provides an array of videos on self-advocacy.</p>	<p>Accommodations & Services in Post-Secondary Education</p>	<p>teacher Vocational Rehabilitation Counselor Transition Specialist Student</p>
<p>Success in the New Economy: Post-secondary education option/career technical education:</p> <p>A video on how prospective college students can gain a competitive advantage.</p>	<p>Academic Planning College and career exploration and selection process College Affordability Planning Accommodations & Services in Post-Secondary Education</p>	<p>Special education teacher Vocational Rehabilitation Counselor Transition Specialist Student Parent Disability Service Personnel</p>
<p><i>Guidance and Career Counselor's Toolkit Guide, Advising high School Students with Disabilities on Post-Secondary Options</i>, Heath Resource Center, The George Washington University, (2006, March)</p> <p>This Toolkit is intended to help guidance and career counselors to better assist high school students with disabilities in accomplishing transitions into postsecondary education and employment.</p>	<p>Academic Planning College and career exploration and selection process Accommodations & Services in Post-Secondary Education</p>	<p>Special education teacher Vocational Rehabilitation Counselor Transition Specialist Guidance Counselor</p>
<p>Wright's Law, Summary of Performance.</p> <p>Outlines requirements for Summary of Performance.</p>	<p>Academic Planning College and career exploration and selection process</p>	<p>Special education teacher Vocational Rehabilitation Counselor Transition Specialist</p>
<p>ChoiceMaker Self-Determination Curriculum and Assessment (Zarrow Center)</p> <p>The ChoiceMaker Curriculum consists of three strands: (1) <i>Choosing Goals</i>, (2) <i>Expressing Goals</i>, and (3) <i>Taking Action</i>. Each strand addresses teaching objectives in three transition areas: Education, Employment, and Personal.</p>	<p>Academic Planning College and career exploration and selection process Accommodations & Services in Post-Secondary Education</p>	<p>Special education teacher Vocational Rehabilitation Counselor Transition Specialist Student Parent</p>
<p>Best Practices in Self-Advocacy Skill Building http://www.parentcenterhub.org/repository/priority-</p>	<p>College and Career Exploration and Selection</p>	<p>Special education teacher</p>

<p>selfadvocacy/ Here, you'll find quick connections to materials and resources you can use with students with disabilities and their families to build their abilities to advocate for themselves.</p>	<p>Process Accommodations & Services in Post-Secondary Education</p>	<p>Vocational Rehabilitation Counselor Transition Specialist Student Parent</p>
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Workplace Readiness Training to Develop Social Skills and Independent Living	
*Communication	
<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 Specific Skills 	<p>Predictors</p> <ul style="list-style-type: none"> • Work Study • Community Experiences • Student Support • Social Skills
*Financial Literacy	
<p>Evidence Based Practices</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 • Computer assisted instruction to teach grocery shopping skills • Least-to-most prompting to teach purchasing skills • One-more-than strategy to teach purchasing skills • Response prompting to teach grocery shopping skills • Response prompting to teach purchasing skills 	<p>Predictors</p> <ul style="list-style-type: none"> • Community experiences • Self-Care/Independent Living Skills

<p>Promising Practices</p> <ul style="list-style-type: none"> • Extension of Services after graduation for Financial Literacy • Community based instruction to teach banking skills • Constant time delay to teach banking skills • Using Simulation to Teach Banking Skills • Progressive time delay to teach purchasing skills • Community based instruction to teach grocery shopping skills • System of least-to-most prompts to teach grocery shopping skills • One-more-than strategy to teach counting money 	
<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 • Using an extension of services after graduation to promote increased financial skills 	<p>Predictors</p> <ul style="list-style-type: none"> • Social Skills • Community Experiences • Work Study
<p>*Orientation and Mobility Skills</p>	
<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>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"> • Self-Management to Teach Social Skills • Self-Monitoring to teach Functional Skills • Using an extension of services after graduation to promote increased financial skills 	<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"> • Computer Assisted Instruction to teach Job Specific Skills • Using an extension of services after graduation to promote increased financial skills • 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 ▪ 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 Practice</p> <ul style="list-style-type: none"> • Self-Monitoring to teach Functional Skills • Computer Assisted Instruction to teach Job Specific Skills • Self-Management to Teach Social Skills • Using an extension of services after graduation to promote increased financial skills • System of least-to-most prompting to teach communication skills • Community based instruction to teach communication skills • Self-Management to Teach Social Skills 	<p>Predictors</p> <ul style="list-style-type: none"> • Social Skills • Community Experiences • Student Support • Work Study 	
<p>Reviewed Resources</p>		
<p>Resource</p> <p>Skills to Pay the Bills: Mastering Soft Skills for Workplace Success (Available in English or Spanish):</p>	<p>Content Area</p> <p>Communication Teamwork Networking</p>	<p>Audience</p> <p>Special Education Teacher Vocational Rehabilitation Counselor</p>

<p>"Skills to Pay the Bills: Mastering Soft Skills for Workplace Success," is a curriculum developed by ODEP focused on teaching "soft" or workforce readiness skills to students, including students with disabilities.</p>	<p>Problem Solving and critical thinking Professionalism</p>	<p>Transition Specialist</p>
<p>Federal Partners in Transition (March, 2016) What to Know About Youth Transition Services for Students with Disabilities.</p> <p>This fact sheet was created to address the compatible outcome goals and policy priorities identified in The 2020 Youth Transition Plan: A Federal Interagency Strategy and provides a quick glance of available resources.</p>	<p>Communication Problem solving and critical thinking</p>	<p>Special Education Teacher Vocational Rehabilitation Counselor Transition Specialist Parent</p>
<p>Helping Youth with Learning Disabilities Chart the Course: A Guide for Youth Service Professionals,</p> <p>This Info Brief describes challenges faced by students and young adults with learning disabilities as they reach adulthood, while highlighting strategies youth service professionals can implement to help students to transition successfully into the workplace.</p>	<ul style="list-style-type: none"> ▪ Communication ▪ Problem solving and critical thinking 	<ul style="list-style-type: none"> ▪ Special Education Teacher ▪ Vocational Rehabilitation Counselor ▪ Transition Specialist
<p>Teaching Communication Skills in an Employment Site Using Dual Communication Boards (NTACT)</p> <p>Lesson Plan starter to improve receptive and expressive communication with coworkers using a dual communication board at community employment sites.</p>	<ul style="list-style-type: none"> ▪ Communication ▪ Teamwork 	<ul style="list-style-type: none"> ▪ Special Education Teacher ▪ Vocational Rehabilitation Counselor ▪ Transition Specialist
<p>Using Soft Skills Training Program to Increase Opportunities for Competitive, Integrated Employment for Students and Youth with Disabilities</p>	<ul style="list-style-type: none"> ▪ Communication ▪ Professionalism ▪ Teamwork ▪ Networking ▪ Problem solving and critical thinking 	<ul style="list-style-type: none"> ▪ Special Education Teacher ▪ Vocational Rehabilitation Counselor ▪ Transition Specialist
<p>A Guide to developing Collaborative School-Community-Business Partnerships This Guide is designed to provide basic</p>	<ul style="list-style-type: none"> ▪ Teamwork ▪ Networking ▪ Problem solving 	<ul style="list-style-type: none"> ▪ Special Education Teacher ▪ Vocational

<p>information to enable meaningful and employment outcome oriented collaboration among between school, community and business partners.</p>	<p>and critical thinking</p>	<p>Rehabilitation Counselor</p> <ul style="list-style-type: none"> ▪ Transition Specialist
<p>Travel Training for Youth with Disabilities</p> <p>Provides an overview of and how to implement travel training models in your communities.</p>	<ul style="list-style-type: none"> ▪ Problem solving and critical thinking ▪ Orientation and Mobility 	<ul style="list-style-type: none"> ▪ Special Education Teacher ▪ Vocational Rehabilitation Counselor ▪ Transition Specialist ▪ Families ▪ Students

Instruction in Self-Advocacy	
*Requesting and Utilizing Accommodations	
<ul style="list-style-type: none"> ▪ Request accommodations or services and supports 	
*Decision Making including supported decision making	
<p>Research Based Practices</p> <ul style="list-style-type: none"> • Who's 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
*Disability Disclosure	
<p>Evidence Based Practices</p> <ul style="list-style-type: none"> • Published Curricular to teach Student Involvement in the IEP <p>Research Based Practices</p> <ul style="list-style-type: none"> • Who's 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 	<p>Predictors</p> <ul style="list-style-type: none"> • Self-Advocacy/Self-Determination • Self-Care/Independent Living Skills
*Goal setting and attainment	
<p>Evidence Based Practices</p> <ul style="list-style-type: none"> • Self-Determined Learning Model of Instruction to teach Goal Attainment <p>Research Based Practices</p> <ul style="list-style-type: none"> • Who's 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

*Leadership Skills (taking a leadership role)	
<p>Evidence Based Practices</p> <ul style="list-style-type: none"> • Published Curricular to teach Student Involvement in the IEP <p>Research Based Practices</p> <ul style="list-style-type: none"> • Who's 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"> • Computer Assisted Instruction to teach student involvement in the IEP • 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
*Peer Mentoring	
<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 	<p>Predictors</p> <ul style="list-style-type: none"> • Social Skills • Inclusion in General Education • Self-Advocacy/Self-Determination
*Personal Rights and Responsibilities	
<p>Evidence Based Practices</p> <ul style="list-style-type: none"> • Published Curricular to teach Student Involvement in the IEP <p>Research Based Practices</p> <ul style="list-style-type: none"> • Who's 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 <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>*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 Curricular to teach Student Involvement in the IEP • Self-Determined Learning Model of Instruction to teach Goal Attainment <p>Research Based Practices</p> <ul style="list-style-type: none"> • Who's 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 Curricular to teach Student Involvement in the IEP • Self-Determined Learning Model of Instruction to teach Goal Attainment <p>Research Based Practices</p> <ul style="list-style-type: none"> • Who's 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>Predictors</p> <ul style="list-style-type: none"> • Self-Advocacy/Self-Determination • Inclusion in General Education • Self-Care/Independent Living Skills • Social Skills

Promising Practices <ul style="list-style-type: none"> • Computer Assisted Instruction to promote student involvement in the IEP meeting • Self-Monitoring to teach Functional Skills 		
Reviewed Resources		
Resource	Content Area	Audience
Job Accommodation Network JAN-411: This site provides opportunities to ask questions about worksite accommodations, the American Disabilities Act or other related legislation.	<ul style="list-style-type: none"> ▪ Decision Making ▪ Self-awareness and knowledge ▪ Self-determination ▪ Disability disclosure ▪ Accommodations ▪ Personal rights and responsibilities 	<ul style="list-style-type: none"> ▪ Special education teacher ▪ Vocational Rehabilitation Counselor ▪ Transition Specialist ▪ Student ▪ Parent
Idaho Self-determination Curriculum Developed in partnership with NTACTION, the curriculum provides lesson plans for educators and vocational rehabilitation counselors and is cross walked with the Common Core Standards. To access the curriculum, <ol style="list-style-type: none"> 1. 'click' on the Idaho Self-determination Curriculum listed above 2. Scroll down the page to 'Documents' 3. Select the folder labeled 'Documents' 4. Select the folder labeled 'Self-determination' Each of the folders included provide curriculum and information about it use.	<ul style="list-style-type: none"> ▪ Decision Making ▪ Goal setting and attainment ▪ Self-awareness and knowledge ▪ Disability disclosure ▪ Self-determination ▪ Personal rights and responsibilities ▪ Accommodations 	<ul style="list-style-type: none"> ▪ Special education teacher ▪ Vocational Rehabilitation Counselor ▪ Transition Specialist
Wisconsin Youth First: Going to Work Videos: Videos that share stories of students and their exciting journey from high school to competitive employment.	<ul style="list-style-type: none"> ▪ Decision Making ▪ Self-awareness and knowledge ▪ Self-determination ▪ Disability disclosure ▪ Accommodations ▪ Peer mentoring 	<ul style="list-style-type: none"> ▪ Special education teacher ▪ Vocational Rehabilitation Counselor ▪ Transition Specialist ▪ Student ▪ Parent
NCWD/Youth – The 411 on Disability Disclosure: Provides information for young people, families,	<ul style="list-style-type: none"> ▪ Decision Making ▪ Goal setting and attainment 	<ul style="list-style-type: none"> ▪ Special education teacher

<p>and youth service professional to assists in determining appropriate methods of disclosure.</p>	<ul style="list-style-type: none"> ▪ Self-awareness and knowledge ▪ Self-efficacy ▪ Self-determination ▪ Self-reflection 	<ul style="list-style-type: none"> ▪ Vocational Rehabilitation Counselor ▪ Transition Specialist ▪ Student ▪ Parent
<p>PACER's National Center on Transition and Employment</p> <p>This site provides an array of information to assist and support parents, students, and professionals on transition topics.</p>	<ul style="list-style-type: none"> ▪ Decision Making ▪ Goal setting and attainment ▪ Self-awareness and knowledge ▪ Self-determination ▪ Accommodations 	<ul style="list-style-type: none"> ▪ Special education teacher ▪ Vocational Rehabilitation Counselor ▪ Transition Specialist ▪ Student ▪ Parent
<p>Student Directed Transition Planning:</p> <p>Provides lessons and materials on student-directed transition planning.</p>	<ul style="list-style-type: none"> ▪ Decision Making ▪ Goal setting and attainment ▪ Self-awareness and knowledge ▪ Self-determination 	<ul style="list-style-type: none"> ▪ Special education teacher ▪ Vocational Rehabilitation Counselor ▪ Transition Specialist ▪ Student ▪ Parent
<p>Youthhood.org</p> <p>Youth focused website providing students have access to tools and resources to help plan their future.</p>	<ul style="list-style-type: none"> ▪ Decision Making ▪ Goal setting and attainment ▪ Self-awareness and knowledge ▪ Self-determination ▪ Accommodations 	<ul style="list-style-type: none"> ▪ Special education teacher ▪ Vocational Rehabilitation Counselor ▪ Transition Specialist
<p>Paving the Way to Work: A Guide to Career-Focused Mentoring (NCWD-Y)</p> <p>This Guide was developed by the National Collaborative on Workforce and Disability for Youth (NCWD/Youth) specifically to address the needs of students with disabilities during their transition from school to work.</p>	<ul style="list-style-type: none"> ▪ Career Mentoring ▪ Mentoring ▪ Decision Making ▪ Self-awareness and knowledge ▪ Self-determination 	<ul style="list-style-type: none"> ▪ Special education teacher ▪ Vocational Rehabilitation Counselor ▪ Transition Specialist

