



Effective Practices and Predictors Matrix

Level of Evidence	Relevant Outcome Area	Practice or Predictor Description Title
<p>Evidence-based Practices</p> 	<p>Education</p>	<ul style="list-style-type: none"> ▪ Predictors of Postsecondary Education <ul style="list-style-type: none"> ▪ Participation in Career and Technical Education ▪ Student-focused Planning Practices <ul style="list-style-type: none"> ▪ Published curricula to teach student involvement in the IEP to students with disabilities ▪ <i>Self-Advocacy Strategy</i> to teach student involvement in the IEP meeting to students with disabilities and students with learning disabilities ▪ <i>Self-Directed IEP</i> to teach student involvement in the IEP meeting for students with disabilities ▪ <i>Take Charge</i> curriculum to teach engagement in educational planning ▪ 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 ▪ <i>Check and Connect</i> for school engagement ▪ EnvisionIT Curriculum ▪ 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 ▪ 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 ▪ <i>Take Charge</i> curriculum to teach persistence in school

		<ul style="list-style-type: none"> ▪ Time Delay to teach science to students with disabilities and students with intellectual disabilities ▪ Family Engagement <ul style="list-style-type: none"> ▪ Parent Training
	<p>Employment</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 ▪ <i>Self-Advocacy Strategy</i> to teach student involvement in the IEP meeting to students with disabilities and students with learning disabilities ▪ <i>Self-Directed IEP</i> to teach student involvement in the IEP meeting for students with disabilities ▪ Student Development Practices <ul style="list-style-type: none"> ▪ Project SEARCH ▪ <i>Self-Determined Learning Model of Instruction</i> to teach goal attainment to students with disabilities and students with intellectual disabilities ▪ Family Engagement <ul style="list-style-type: none"> ▪ Parent Training
	<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 ▪ <i>Self-Advocacy Strategy</i> to teach student involvement in the IEP meeting to students with disabilities and students with learning disabilities ▪ <i>Self-Directed IEP</i> 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 ▪ <i>Self-Determined Learning Model of Instruction</i> to teach goal attainment to students with disabilities and students with intellectual disabilities


		<ul style="list-style-type: none"> ▪ Simulations to teach purchasing skills to students with disabilities and students with intellectual disabilities ▪ <i>Take Charge</i> curriculum to teach self-determination skills ▪ Video Modeling to teach home maintenance skills to students with disabilities and students with intellectual disabilities ▪ <i>Whose Future Is It Anyway?</i> to teach self-determination to students with disabilities and students with learning disabilities and intellectual disabilities ▪ Family Engagement <ul style="list-style-type: none"> ▪ Parent Training
<p>Research-based Practices</p> 	<p>Education</p>	<ul style="list-style-type: none"> ▪ Predictors of Postsecondary Education <ul style="list-style-type: none"> ▪ Goal Setting ▪ Inclusion in General Education ▪ Paid Employment/ Work Experience ▪ Program of Study ▪ Self-Advocacy/ Self-Determination ▪ Transition Program ▪ Youth Autonomy and Decision Making ▪ School Completion Practices <ul style="list-style-type: none"> ▪ Academic Support and Enrichment for dropout prevention ▪ <i>Accelerated Middle Schools</i> for staying and progressing in school ▪ Adult Advocate for dropout prevention ▪ <i>Check and Connect</i> for staying and progressing in school ▪ <i>High School Redirection</i> for school completion ▪ Student-focused Planning Practices <ul style="list-style-type: none"> ▪ <i>Check and Connect</i> 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 ▪ Self-Determined Learning Model of Instruction to teach goal attainment and academic engagement ▪ <i>Self-Directed IEP</i> 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"> ▪ Anchored Instruction to teach math to students with disabilities and learning disabilities and intellectual disabilities and other health impairments ▪ Computerized Concept Mapping to teach social studies to students with disabilities, students with emotional-behavior disorders, and students with learning disabilities ▪ Corrective Reading to Teach Fluency, Decoding, Word Identification, and Vocabulary ▪ Corrective Reading to teach reading to students with disabilities and students with emotional-behavior disorders ▪ Direct Instruction of Main Idea to Teach Reading Comprehension ▪ Embedded Story Structure to Teach Reading Comprehension ▪ Graduated Sequence of Instruction to teach math to students with disabilities and students with learning disabilities ▪ Graphic Organizers to Teach Reading Comprehension ▪ Graphic Organizers to teach reading comprehension to students with disabilities and students with learning disabilities ▪ Mentoring to teach STEM activity engagement ▪ Peer Assisted Instruction to teach math to students with disabilities and students with learning disabilities ▪ Peer Tutoring to teach reading to students with disabilities and students with learning disabilities ▪ Peer Tutoring to teach social studies content to students with disabilities and students with emotional-behavior disorders ▪ RAP Paraphrasing Strategy to Teach Paraphrasing and Reading Comprehension Skills ▪ 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
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		<ul style="list-style-type: none"> ▪ 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 ▪ <i>TouchMath</i> 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"> ▪ Career & Technical Education ▪ Inclusion in General Education ▪ Paid Employment/ Work Experience ▪ Parent Expectations ▪ Program of Study ▪ Self-Advocacy/ Self-Determination ▪ Student Support ▪ Work Study ▪ Youth Autonomy and Decision Making ▪ Student-focused Planning Practices <ul style="list-style-type: none"> ▪ <i>Check and Connect</i> to promote student participation in the IEP Meeting for students with emotional-behavior disorders ▪ Person Centered Planning to teach future expectations ▪ Published Curricula to teach student involvement in the IEP to students with autism, emotional-behavior disorders, intellectual disabilities, learning disabilities, or other health impairments ▪ <i>Self-Advocacy Strategy</i> to teach student involvement in the IEP meeting to students with disabilities and students with learning disabilities ▪ <i>Self-Directed IEP</i> 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

		<ul style="list-style-type: none"> ▪ Constant Time Delay to teach job specific skills to students with intellectual disabilities ▪ Mentoring to teach STEM career confidence and planning ▪ Peer Assisted Instruction/Support to teach social interactions ▪ Response Prompting to teach employment skills to students with disabilities and students with intellectual disabilities ▪ <i>Self-Determined Learning Model of Instruction</i> 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 ▪ Video modeling to teach interviewing skills ▪ 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 ▪ 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

		<ul style="list-style-type: none"> ▪ Student-directed transition planning lesson package ▪ 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 ▪ Community Based Instruction to teach social behaviors ▪ 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 ▪ Multimodal Anxiety and Social Skills Intervention (MASSI) to teach social responsiveness ▪ 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 ▪ Response prompting to teach grocery shopping skills ▪ Response Prompting to teach laundry tasks to students with disabilities and students with intellectual disabilities ▪ Response Prompting to teach leisure skills to students with disabilities ▪ Response prompting to teach purchasing skills
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		<ul style="list-style-type: none"> ▪ Response Prompting to teach social skills to students with disabilities, students with autism, 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 communication and social skills to students with disabilities ▪ Self-Monitoring to teach functional life skills to students with disabilities ▪ Simulations to teach banking and basic finance skills to students with intellectual disabilities ▪ Simultaneous Prompting to teach functional life skills to students with intellectual disabilities ▪ System of Least-to-Most Prompts to teach communication skills to students with disabilities ▪ System of Least-to-Most Prompts to teach grocery shopping skills to students with intellectual disabilities ▪ System of least-to-most prompts to teach food preparation and cooking skills ▪ System of Least to Most Prompts to teach functional life skills to students with intellectual disabilities ▪ System of least-to-most prompts to teach purchasing skills ▪ System of Least-to-Most Prompts to teach safety skills to students with intellectual disabilities ▪ System of Most-to-Least Prompts to teach functional life skills to students with disabilities ▪ Total Task Chaining to teach functional life skills to students with intellectual disabilities ▪ Video Modeling to teach food preparation to students with disabilities and students with autism and students with intellectual disabilities ▪ Video modeling to teach home maintenance skills to students with autism ▪ Video modeling to teach use of an iPad/ iPhone ▪ Video modeling to teach leisure skills ▪ Interagency Collaboration <ul style="list-style-type: none"> ▪ CIRCLES to teach self-determination skills and student participation in the IEP
<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 ▪ Occupational Courses ▪ Parent Expectations ▪ Psychological Empowerment ▪ Self-Care/ Independent Living Skills ▪ Social Skills

		<ul style="list-style-type: none"> ▪ Student Support ▪ Travel Skills ▪ School Completion Practices <ul style="list-style-type: none"> ▪ Career Academies for school completion ▪ <i>Job Corps</i> for school completion ▪ <i>JOBSTART</i> for school completion ▪ Social and Behavior Intervention Programs for dropout prevention ▪ <i>Talent Search</i> for school completion ▪ <i>Twelve Together</i> 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 ▪ Occupational Courses ▪ Parent/ Family Involvement ▪ Psychological Empowerment ▪ Self-Care/ Independent Living Skills

		<ul style="list-style-type: none"> ▪ Self Realization ▪ Social Skills ▪ Technology Skills ▪ Transition Program ▪ 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 ▪ Choose to Work (CTW) ▪ Community Rehabilitation Program (CRP) Certification ▪ DARSforce ▪ Embedded Training Programs (ETP)
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	<p>Independent Living</p>	<ul style="list-style-type: none"> ▪ Predictors of Independent Living <ul style="list-style-type: none"> ▪ Paid Employment/ Work Experience ▪ Self-Realization ▪ Social Skills ▪ Student Support ▪ 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 ▪ Person-Centered Planning to teach future expectations to students with disabilities ▪ Student Development Practices <ul style="list-style-type: none"> ▪ Community Based Instruction to teach communication skills to students with deaf-blindness and intellectual disabilities

		<ul style="list-style-type: none"> ▪ 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 ▪ 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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