Effective Practices and Predictors Matrix

Level of Evidence	Relevant Outcome Area	Practice

Evidence-based Practices
 	
E
	Education	o **Student-focused Planning Practices**
		  ▪ [Published curricula to teach student involvement in the IEP](#)
		o **Student Development (Academic, Employment, and Life Skills) Practices**
		  ▪ [Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment](#)

	Employment	o **Student-focused Planning Practices**
		  ▪ [Published curricula to teach student involvement in the IEP](#)
		o **Student Development Practices**
		  ▪ [Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment](#)

	Independent Living	o **Student-focused Planning Practices**
		  ▪ [Published curricula to teach student involvement in the IEP](#)
		o **Student-Development Practices**
		  ▪ [Constant time delay to teach food preparation and cooking skills](#)
		  ▪ [Response prompting to teach food preparation and cooking skills](#)
		  ▪ [Response prompting to teach home maintenance skills](#)
		  ▪ [Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment](#)
		  ▪ [Simulations to teach purchasing skills](#)
		  ▪ [System of least-to-most prompts to teach functional life skills](#)

Research-based Practices
 	
R
	Education	o **Predictors of Postsecondary Education**
		  ▪ [Inclusion in general education](#)
		  ▪ [Occupational courses](#)
		  ▪ [Paid employment/work experience](#)
		  ▪ [Transition program](#)
		  ▪ [Vocational education](#)
		  ▪ [Youth autonomy](#)
		o **School Completion Practices**
		  ▪ [*Accelerated Middle Schools* for staying and progressing in school](#)
		  ▪ [Assign adult advocate for dropout prevention](#)
		  ▪ [*Check and Connect* for staying and progressing in school](#)

		▪ *High School Redirection* for school completion ▪ Provide academic support and enrichment for dropout prevention ○ **Student-focused Planning Practices** ▪ *Self-Advocacy Strategy* to teach student involvement in the IEP meeting ▪ *Self-Directed IEP* to teach student involvement in the IEP meeting ○ **Student Development (Academic, Employment, and Life Skills) Practices*** ▪ Mnemonics to teach academic skills (reading comprehension, science, social studies) ▪ Peer-assisted instruction to teach academic skills (participation and math examples) ▪ Self-management instruction to teach academic skills (participation, math examples) ▪ Strategy instruction to teach reading comprehension ▪ Technology to teach academic skills ▪ Visual displays to teach academic skills (reading comprehension) ▪ *Whose Future Is It?* to teach self-determination skills * please see additional research to practice lesson plan starters to teach specific academic skills (reading, math, science, social studies) for practice descriptions that are in development at http://www.transitionta.org/researchpractices, Transition Planning, Education, Academic Skills)
	Employment	○ **Predictors of Postsecondary Employment** ▪ Inclusion in general education ▪ Occupational courses ▪ Paid employment/work experience ▪ Vocation education ▪ Work study ○ **Student-Focused Planning Practices** ▪ *Self-Advocacy Strategy* to teach student involvement in the IEP meeting ▪ *Self-Directed IEP* to teach student involvement in the IEP meeting ○ **Student Development Practices** ▪ Response prompting to teach employment skills ▪ Self-management instruction to teach specific job skills ▪ Simulations to teach social skills ▪ *Whose Future Is It?* to teach self-determination skills ○ **Vocational Rehabilitation Collaborative Practices** ▪ Counseling and the working alliance between the counselor and the consumer ▪ Interagency collaboration

		o **Vocational Rehabilitation Employment Practices**
		▪ [Supported employment](#)
		o **Vocational Rehabilitation Professional Training Practices**
		▪ [Impact of counselor education and consumer outcomes](#)
		o **Vocational Rehabilitation Service Delivery Practices**
		▪ [Services to a target group](#)
	Independent Living	o **Predictors of Postsecondary Independent Living**
		▪ [Inclusion in general education](#)
		▪ [Self-care/independent living](#)
		o **Student-Focused Planning Practices**
		▪ *[Self-Advocacy Strategy](#)* to teach student involvement in the IEP meeting
		▪ *[Self-Directed IEP](#)* to teach student involvement in the IEP meeting
		o **Student Development Practices**
		▪ [Community based instruction to teach purchasing skills](#)
		▪ [Community based instruction to teach safety skills](#)
		▪ [Computer-assisted instruction to teach food preparation and cooking skills](#)
		▪ [Computer-assisted instruction to teach grocery shopping skills](#)
		▪ [Constant time delay to teach functional skills](#)
		▪ [One-more-than strategy to teach purchasing skills](#)
		▪ [Response prompting to teach grocery shopping skills](#)
		▪ [Response prompting to teach laundry tasks](#)
		▪ [Response prompting to teach purchasing skills](#)
		▪ [Response prompting to teach social skills](#)
		▪ [Progressive time delay to teach functional life skills](#)
		▪ [Simulations to teach social skills](#)
		▪ [Simultaneous prompting to teach functional life skills](#)
		▪ [System of least-to-most prompts to teach food preparation and cooking skills](#)
		▪ [System of least-to-most prompts to teach purchasing skills](#)
		▪ [System of least-to-most prompts to teach functional life skills](#)
		▪ [Total task chaining to teach functional life skills](#)
		▪ [Video modeling to teach food preparation skills](#)
		▪ [Video modeling to teach home maintenance skills](#)
		▪ *[Whose Future Is It?](#)* to teach self-determination skills

Promising Practices
 	
P
	Education	o **Predictors of Postsecondary Independent Living**
		  ▪ Career awareness
		  ▪ Interagency collaboration
		  ▪ Parent expectations
		  ▪ Self-advocacy/ self-determination
		  ▪ Self-care/ independent living skills
		  ▪ Social skills
		  ▪ Student support
		o **School Completion Practices**
		  ▪ 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*
		o **Student-Focused Planning Practices**
		  ▪ *Check and Connect to promote student participation in the IEP meeting*
		  ▪ Computer-assisted instruction to teach participation in the IEP process
		  ▪ *Whose Future is it?* to teach student knowledge of transition planning – practice description being updated

	Employment	o **Predictors of Postsecondary Employment**
		  ▪ Career awareness
		  ▪ Community experience
		  ▪ Exit exam requirements/high school diploma status
		  ▪ Interagency collaboration
		  ▪ Parent/ Family involvement
		  ▪ Parent expectations
		  ▪ Program of study
		  ▪ Self-advocacy/ self-determination
		  ▪ Self-care/ independent living skills
		  ▪ Social skills
		  ▪ Student support
		  ▪ Transition program

- Travel skills
- Youth autonomy
- **Student-Focused Planning Practices**
  - *Check and Connect* to promote student participation in the IEP meeting
  - Computer-assisted instruction to teach participation in the IEP process
  - *Whose Future is it?* to teach student knowledge of transition planning – practice description being updated
- **Student Development Practices**
  - Computer-assisted instruction to teach specific job skills
  - Community based instruction to teach employment skills
  - Constant time delay to teach specific job skills
  - Extended career planning services to teach finance skills
  - System of least-to-most prompts to teach communication skills
  - System of least-to-most prompts to teach job specific skills
  - Mnemonics to teach completing a job application
- **Vocational Rehabilitation Organizational Practices**
  - Data driven
  - Employer relations
  - 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**
  - Acquired Brain Injury (ABI) Program
  - Career exploration services
  - Choose to Work (CTW)
  - Community Rehabilitation Program (CRP) Certification
  - DARSforce
  - Embedded Training Programs (ETP)
  - 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](#)
			o **Vocational Rehabilitation Environmental and Cultural Factors**
			  ▪ [Organizational culture](#)
			  ▪ [Increasing visibility and communication/constituent relations](#)
			  ▪ [Agency leadership](#)
			  ▪ [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](#)
			o **Other Vocational Rehabilitation Promising Practices**
			  ▪ [Empowerment and customer self-concept](#)

	Independent Living	o **Predictors of Independent Living**
		  ▪ [Paid employment/work experience](#)
		  ▪ [Social skills](#)
		  ▪ [Student support](#)
		o **Student-Focused Planning Practices**
		  ▪ [*Check and Connect* to promote student participation in the IEP meeting](#)
		  ▪ [Computer-assisted instruction to teach participation in the IEP process](#)
		  ▪ *Whose Future is it?* to teach student knowledge of transition planning – practice description being updated
		o **Student Development Practices**
		  ▪ [Backward chaining to teach functional life skills](#)
		  ▪ [Community based instruction to teach banking skills](#)
		  ▪ [Community based instruction to teach communication skills](#)
		  ▪ [Community based instruction to teach community integration skills](#)	

| | | [Community based instruction to teach grocery shopping skills](#) [Constant time delay to teach banking skills](#) [Constant time delay to teach recreation and leisure skills](#) [Extended career planning services to teach finance skills](#) [Forward chaining to teach functional life skills](#) [System of least-to-most prompts to teach communication skills](#) [System of least-to-most prompts to teach grocery shopping](#) [System of least-to-most prompts to teach safety skills](#) [One-more-than strategy to teach counting money](#) [Progressive time delay to teach purchasing skills](#) [Progressive time delay to teach safety skills](#) [Response prompting to teach leisure skills](#) [Self-management to teach social skills](#) [Self-monitoring to teach functional life skills](#) [Simulations to teach banking skills](#) |