Effective Practices in Secondary Transition:

Operational Definitions

Updated: June 2022

Prepared by:
Dawn A. Rowe
Charlotte Y. Alverson
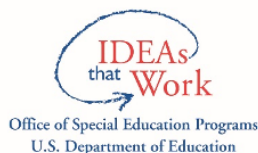Stephen Kwiatek
Catherine Fowler
Janie N. Vicchio
Jessica G. Rousey
Valerie L. Mazzotti

Acknowledgement

IDEAs
that Work
Office of Special Education Programs
U.S. Department of Education

National Technical Assistance Center on Transition: The Collaborative (2022). Effective practices in secondary transition: Operational definitions. Authors: D. Rowe, C. Y. Alverson, S. Kwiatek, C. H. Fowler, J. N. Vicchio, J. G. Rousey, & V. L. Mazzotti.

Published and distributed by:

National Technical Assistance Center on Transition: the Collaborative

University of North Carolina at Charlotte

College of Education, Department of Special Education & Child Development

9201 University City Boulevard Charlotte, NC 28223

Phone: 704-687-8606

http://www.transitionta.org

http://www.charlotte.edu

EFFECTIVE PRACTICES IN SECONDARY TRANSITION

An effective practice (i.e., evidence-based, research-based, or promising) is a teaching method used to teach a specific skill that has been shown to be effective based on high-quality research (Cook et al., 2009; Odom et al., 2005).

Effective practices apply to secondary transition planning and instruction by:
- ❖ Providing the best available peer-reviewed research to date that meets levels of evidence criteria (i.e., evidence-based, research-based, promising) in secondary special education and transition;
- ❖ Identifying effective teaching methods in secondary transition shown to help students with disabilities learn specific skills; and
- ❖ Supporting the development of IEP goals and objectives to ensure students gain new knowledge and skills efficiently (Morningstar & Mazzotti, 2014; Rowe et al., 2021).

Educators and other service providers (e.g., vocational rehabilitation, related services, community rehab providers) are tasked with making decisions based on a body of evidence and a sound data-based decision-making process (Rowe, 2020). The research in secondary transition is evolving. While NTACT:C only promotes evidence-based and research-based practices, we have included a description of promising practices in transition here to guide your decision-making.

The table below lists (a) each effective practice in secondary transition, (b) the operational definition of the practice based on empirical research, (c) corresponding reference(s) used to establish the practice, and (d) the student population with whom the practice was established. The level of evidence [evidence-based, research-based, or promising]—is noted under each practice in brackets. Visit https://transitionta.org/topics/effective-practices/ for information pertaining to how these effective practices were identified.

Note. The following abbreviations are used in the table: ADD/ADHD = attention deficit disorder/ attention deficit hyperactivity disorder; ASD = autism spectrum disorder; D/B = deaf blind, DD = developmental disability, EBD = emotional behavioral disorder; HI = hearing impairment; ID = intellectual disability; MD= multiple disabilities; OHI = other health impairment; OI = orthopedic impairment; SLD = specific learning disability; SLI = speech language impairment; TBI = traumatic brain injury; VI = visual impairment

Effective Practices		
Practice	**Operational Definition with Reference/s**	**Student Population**
At Work Vocational Rehabilitation Program [Promising]	"Converging rehabilitation and vocational services and combining a group programme with individual assessments and coaching" (Verhoef et al., 2013, p. 723). *At Work* was used to teach work participation, work ability, occupational performance, and health related quality of life.	Students with OI
Backward Chaining [Promising]	Backward chaining is defined as all behaviors of a task analysis initially completed by the trainer, except for the final behavior in the chain. When the learner performs the final behavior in the sequence at the predetermined criterion level, reinforcement is delivered and the next-to-last behavior is introduced (Cooper et al., 2007).	Students with ID
Beyond High School Model [Promising]	The Beyond High School Model is a multi-component intervention consisting of three stages used to infuse self-determination into quality transition services and actively involve students within the process. ● Stage 1: Students receive transition-related instruction on self-directed planning and decision-making (using *Whose Future is it Anyway)*. Next, using the *Self-Determined Learning Model of Instruction*, students learn to self-regulate problems. Last, students apply self-regulated problem-solving to establish transition goals. ● Stage 2: Students engage in student-directed and person-centered planning meeting, where the team finalizes student's goals, develops a plan to achieve the goals, and students provide informed consent. ● Stage 3: Students implement action plans, self-monitor progress, and self-evaluates progress toward goals and adjusts as needed (Wehmeyer et al., 2006).	Students with TBI, OI, MD, other neurologic disabilities
Check and Connect [Evidence-Based]	Check & Connect is an intervention that uses data to identify students at risk of dropping out and pairs the students with a mentor to address each student's individual needs and help them progress toward school completion (Rowe et al., 2021; Sinclair et al., 1998, 2005).	Students with EBD, SLD, OHI
Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students (CIRCLES)	CIRCLES is a multi-level intervention that includes interagency collaboration and teaming as a key component to ensure positive post-school outcomes for students with disabilities (Flowers et al., 2018).	Students with SLD, AU, ID, and OHI.

[Research-Based]		
Community-Based Instruction [Research Based]	Community-based instruction is teaching functional skills in the community where target skills naturally occur (Brown et al., 1983).	Students with ID
Computer Assisted Instruction [Promising]	Computer-assisted instruction (CAI) is defined as "the use of a computer and other associated technology with the intention of improving students' skills, knowledge, or academic performance" (Okolo et al., 1993, p. 1). CAI is synonymous with terms such as computer-based instruction, computer-mediated instruction, interactive hypermedia instruction, and multimedia instruction. CAI offers an interactive format that can provide examples and feedback to students, while including multiple components, such as graphics, photographs, audio, text, and video (Hutcherson, Langone, Ayres, & Clees, 2004). Technology can be defined in many ways: ● Computer-based instruction (CBI) is when computers or associated technology are used to improve students' skills, knowledge, or academic performance (Okolo et al.,1993) ● Computer-assisted instruction (CAI) includes software designed to provide instruction and practice for meeting specific learning objectives or goals with drill-and-practice or tutorial instruction (Kulik & Kulik, 1987; Posgrow, 1990) ● Computer-enriched instruction (CEI) is the utilization of computer technology to augment instruction and includes usage of the computer as a calculating tool, a programming tool, and to conduct simulations (Kulik & Kulik, 1987). ● Computer-managed instruction (CMI), also referred to as integrated learning system (ILS), is used to describe the application of computer technology and extensive software programs designed to present sequential instruction to students over extended periods of time while maintaining records of student progress (Kulik, 2003).	Students with ID
Constant Time Delay [Promising]	Constant time delay is a variation of time delay, a prompting procedure that uses variations in the time intervals between presentation of the natural stimulus and the response prompt. Time delay transfers stimulus control from a prompt to the natural stimulus by delaying the presentation of the prompt following the presentation of the natural stimulus. Constant time delay is implemented by presenting several trials using a 0-second delay between the presentation of the natural stimulus and the response prompt. The trials that follow the simultaneous prompt condition apply a fixed time delay (e.g., 3 seconds or 5 seconds; Cooper et al., 2007).	Students with ID, ASD, MD
Differential Reinforcement [Promising]	Differential Reinforcement is defined as reinforcing only those responses within a response class that meet a specific criterion along some dimension(s) (i.e., frequency, topography, duration, latency, or magnitude) and placing all other responses in the class on extinction (Cooper et al., 2007, p. 693).	Students with ASD

Direct Instruction of Main Idea [Research-based]	Explicit, carefully sequenced and scripted model of instruction that includes (a) an introduction/review to set the stage for learning, (b) modeling of the expected learning outcomes with clear explanations and examples, (c) guided practice, (d) closure of lesson highlighting content covered, (d) independent practice, and (e) evaluation (Coughlin, 2011; Stockard, 2011).	Students with SLD, EBD
Envision IT Curriculum [Evidence-Based]	EnvisionIT is an online curriculum focused on informational technology that integrates instruction in reading, writing, and technology content for students at risk for and with disabilities (Rowe et al., 2021).	Students with disabilities, ID, SLD, OHI, ASD, EBD, SLI, and students at-risk for disabilities
FEAT Curriculum [Promising]	The Family Employment Awareness Training (FEAT) curriculum was "designed to help families, professionals, and people with ISN [individual support needs] develop high expectations for competitive employment and gain knowledge about employment services, supports, and resources" (Francis et al., 2013, p. 45).	Parents of youth with ASD, ID, SLD, MD, OHI, SLI, OI, HI, EBD, and other disabilities
Forward Chaining [Promising]	Behaviors identified in a forward chaining task analysis are taught in their naturally occurring order. Reinforcement is delivered when the predetermined criterion for the first behavior in the sequence is achieved then the next step in the task analysis is taught (Cooper et al., 2007).	Students with ID
Internships [Research-based]	Internships are formal arrangements (i.e., paid or unpaid) whereby a youth is assigned specific tasks in a workplace over a predetermined period of time (WIOA sec. 134(c)(2)(A)(xii)(VII)).	Students with EBD
Mentoring [Research-based]	A relationship between an older, more experienced adult and an unrelated, younger student which the adult provides ongoing guidance, instruction, and encouragement aimed at developing the competence and character of the student (Sowers et al., 2017).	Students with ADD/ ADHD, HI, VI, OI, ASD, SLI, & Other
Most to Least Prompting [Promising]	A system of most-to-least prompts is a method used to transfer stimulus control from response prompts to the natural stimulus whenever the participant does not respond to the natural stimulus or makes an incorrect response. Most-to-least prompting starts with physically guiding the participant through the performance sequence, then gradually reducing the amount of physical assistance provided as training progresses from session to session (Cooper et al., 2007).	Students with ID
Multimodal Anxiety and Social Skills Intervention (MASSI) [Research Based]	A manual-based cognitive-behavioral treatment program to target anxiety symptoms and social skill deficits. The curriculum includes traditional verbal explanation and examples, visual supports, writing and drawing activities, and other approaches (e.g., drama, tactile reminders) to teach concepts and skills (White et al., 2010).	Students with ASD
One-More-Than Strategy	The One-More-Than Strategy a rounding up strategy that teaches individuals to give "one more" dollar than the amount requested (e.g., if the requested amount is $3.29, the individual gives $4.00 and waits	Students with ID, ASD

[Research Based]	to receive change; Denny & Test, 1995). The strategy is also referred to as "next dollar", "counting on", or "dollar more" strategy.	
Parent Training in Transition [Evidence-based]	Parent training is instruction that occurs between educators or service provides and parents where parents study about a single topic or a small section of a broad topic for a given period of time (Rowe et al., 2021).	Parents of youth with ID, SLD, ASD, MD
Peer-Assisted Instruction and Support [Research based]	Peer-assisted instruction and support (e.g., peer tutoring, peer-mediated instruction) is defined as same-aged students delivering academic or functional skills instruction to each other or working in pairs or small groups to complete assignments (Rowe et al., 2021).	Students with ASD, ID, D/B, SLD, OHI, EBD, SLI, OI, MD
Peer-Assisted Instruction/Support plus Simultaneous Prompting [Promising]	Using peers to deliver simultaneous prompting (see definitions for peer-assisted instruction/support and simultaneous prompting).	Students with SLD, EBD, OHI, ASD, ID, MD, D/B
Peer Networking Intervention [Promising]	"Peer network interventions are individualized interventions that emphasize social connections beyond the classroom by establishing a cohesive social group that meets formally and informally across an entire semester or school year" (Hochman et al., 2015; p. 97).	Students with ASD
Person Centered Planning [Research-based]	Person-centered planning includes facilitated meetings and group training sessions for families with follow-up assistance for career exploration and plan implementation (Rowe et al., 2021).	Students with ASD
Progressive Time Delay [Promising]	Progressive time delay is a variation of time delay, a prompting procedure that uses variations in the time intervals between presentation of the natural stimulus and the response prompt. Time delay transfers stimulus control from a prompt to the natural stimulus by delaying the presentation of the prompt following the presentation of the natural stimulus. Progressive time delay is implemented by presenting a trial with a 0- second delay between the presentation of the natural stimulus and the response prompt and then gradually and systematically extending the time delay, often in one second intervals (e.g., 0 sec to 2 secs to 3 secs; Cooper et al., 2007; Collins & Stinson, 1994; 1995).	Students with ID
Post-School Achievement Through Higher Learning Skills (PATHS) Curriculum [Promising]	The PATHS is a career development curriculum designed specifically for girls that targets internal and external barriers and introduces a wide range of career options (Lindstrom et al., 2013).	Students with SLD, ASD, MD

Project SEARCH [Evidence-based]	Project SEARCH is a school-to-work transition model with rotating internships for a school year (Rowe et al., 2021; Wehman et al., 2014, 2017).	Students with ASD, VI, D/H, EBD, ID, SLD, MD, OI, OHI, SLI, TBI
Response Prompting [Research-based]	Response prompting is defined as a visual, auditory, textual, or symbolic stimuli that later functions as an extra cue and reminder for desired behavior (Bouck et al., 2012; Gaule et al., 1985; Nietupski et al., 1983) (Rowe et al., 2021).	Students with ID
Self-Advocacy Strategy [Evidence-based]	Self-advocacy Strategy (SAS) is a published self-determination curriculum (Van Reusen et al., 1994) designed to prepare students to participate in education or transition planning conferences (Hammer, 2004; Lancaster et al., 2002; Test & Neal, 2004; Van Reusen & Boss, 1994) (Rowe et al., 2021).	Students with EBD, ID, SLD, & OHI
Self-Determined Learning Model of Instruction (SDLMI) [Evidence Based]	The Self-Determined Learning Model of Instruction (SDLMI) is an instructional framework that teaches students to set goals, make a plan to achieve those goals, and monitor progress towards goals (i.e., engage in self-directed and self regulated learning) (Lee et al., 2008; Raley et al., 2018; Shogren et al., 2018; Wehmeyer et al., 2012, 2013) (Rowe et al., 2021).	Students with ID, SLD, EBD
Self-Directed IEP [Evidence-based]	The self-directed (SD) IEP lesson package includes four instructional units that focus on teaching students with disabilities to lead a meeting, report interests, report skills, and report options (e.g., Allen et al., 2001; Diegelmann & Test, 2018) (Rowe et al., 2021).	Students with ID, ASD, EBD, SLD, OHI, OI
Self-Management Instruction [Research-based]	Also known as self-evaluation, self-management "requires that a person monitor, rate, and compare some aspect of his or her behavior to an external standard or criteria" (Reid et al., 2005, p. 363). Self-management has also been called: self-monitoring (n=5 studies), self-evaluation (n= 2 studies), self-instruction (n=2 studies), goal setting (n= 1 study), strategy instruction (n= 1 study). In addition, components can be combined (n=7 studies). ● "Self-monitoring is a multi-stage process of observing and recording one's behavior" (Mooney et al., 2005, p. 204). ● "Self-evaluation is a process wherein a student compares her/his performance to a previously established criterion set by student or a teacher and is awarded reinforcement based on achieving the criterion" (Mooney et al., 2005, p. 207). ● "Self-instruction refers to techniques that involve the use of self-statements to direct behavior" (Mooney et al., 2005, p. 204). ● "Goal setting generally refers to a process of a student self-selecting behavioral targets, which serve to structure student effort, provide information on progress, and motivate performance" (Mooney et al., 2005, p. 204). "Strategy instruction refers to teaching students a series of steps to follow independently in solving a problem or achieving and outcome" (Mooney et al., 2005).	Students with EBD, SLD, ADHD, & ID

Self-Monitoring Instruction [Research-based]	Self-monitoring is defined as a procedure whereby a person observes his behavior systematically and records the occurrence or nonoccurrence of a target behavior (Cooper, Heron, & Heward, 2007). The procedure is also called self-recording and self-observation.	Students with SLD
Service Learning [Research-based]	Learning activity that integrates meaningful community service with classroom instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities (Dymond et al., 2014; Workforce Innovation Technical Assistance Center, 2016; Curtain & Garcia, 2011).	Students with EBD
Simulated Instruction [Research-based]	Simulation is defined as using materials and situations in the classroom that approximate the natural stimulus conditions and response topographies associated with the performance of functional skills in community settings (Bates et al., 2001).	Students with ID, OHI, SLD, ASD
Simultaneous Prompting [Promising]	"Simultaneous prompting is an instructional procedure which involves presenting the task direction and immediately providing a controlling prompt (i.e., a prompt that ensures a correct response) during training sessions" (Fetko et al., 1999, p. 320).	Youth with ID, OHI, MD
Social Skills and Sports Program Curriculum [Promising]	Curriculum consists of 15 lesson plans focused on appropriate behaviors to display during sports or games, and when winning or losing at sports/games. Five specific appropriate behaviors to display during sports/games included: 1. following rules, 2. working cooperatively, 3. helping others, 4. making positive comments about the good performance of others, and 5. accepting others' abilities or lack thereof. Five specific appropriate behaviors to losing included: 1. congratulating the winner, 2. remaining calm and positive, 3. respecting one's own equipment and that of others, 4. avoid blaming teammates, and 5. motivating oneself to continue practicing. Five specific appropriate behaviors to winning included: 1. avoiding criticizing the loser, 2. accepting compliments from others, 3. avoiding bragging, 4. congratulating the winner, and 5. rewarding oneself and keeping motivated. (Samalot-Rivera & Porretta, 2013).	Students with ID, ASD

Structured Inquiry [Research-based]	"Teacher provides students with a hands-on problem to investigate, as well as the procedures, and materials, but does not inform them of expected outcomes. Students are to discover relationships between variables or otherwise generalize from data collected" (Colburn, 2000, p. 42).	Students with ID
Student Directed Transition Planning Lesson Package [Research-based]	The Student-Directed Transition Planning (SDTP) includes eight lessons that use the summary of performance to teach students to learn how to organize and present information during their transition planning process (Rowe et al., 2021; Woods et al., 2010).	Students with SLD, EBD, ID, MD, OHI, VI, TBI
System of Least Prompts [Promising]	A system of least-to-most prompts is a method used to transfer stimulus control from response prompts to the natural stimulus whenever the participant does not respond to the natural stimulus or makes an incorrect response. Least-to-most prompts begin with the participant having the opportunity to perform the response with the least amount of assistance on each trial. Greater degrees of assistance are provided with each successive trial without a correct response (Cooper et al., 2007).	Students with ID
Take Action: Making Goals Happen Curriculum [Promising]	A component of the ChoiceMaker Self-Determination Curriculum, the focus of this component of the curriculum is teaching students how to develop a plan to obtain their goals by deciding: (a) standard for goal performance, (b) a means to get performance feedback, (c) what motivates them to do it, (d) the strategies they will use, (e) needed supports, and (f) schedules. Lesson package includes teacher lesson plans, and student worksheets (Marshall et al., 1999). http://www.ou.edu/education/centers-and-partnerships/zarrow/choicemaker-curriculum	Students with SLD, ASD, EBD, ID
Take Charge Curriculum [Evidence-based]	An integrated self-determination promotion approach that includes student coaching, mentorship, peer support, and parent support (Powers et al., 1998). The Take Charge Curriculum is a published curriculum that includes student coaching, mentorship, peer support, and parent support (Geenen et al., 2013; Powers et al., 2012; Rowe et al., 2021).	Students with SLD, EBD, ID, OHI, SLI, ASD
Total Task Chaining [Promising]	Total task chaining is defined as a variation of forward chaining in which the learner receives training on each step in the task analysis during each session (Cooper, Heron, & Heward, 2007). Total task chaining is also sometimes referred to as concurrent training (McDonnell & Laughlin, 1989).	Students with ID
Total Task Chaining plus Prompting [Promising]	Total task chaining is defined as a variation of forward chaining in which the learner receives training on each step in the task analysis during each session (Cooper et al., 2007). Total task chaining is also sometimes referred to as concurrent training (McDonnell & Laughlin, 1989). Response prompting is defined as stimuli that later functions as extra cues and reminders for desired behavior. Prompts can be visual, auditory, textual, or symbolic (Cooper et al., 2007).	Students with ID
Video Modeling [Evidence Based]	Video modeling is a form of response prompting (i.e., a stimulus that later functions as an extra cue; Rowe et al., 2019). Video modeling involves a video recording of a multistep task in which an individual will watch and will then be allowed an opportunity to imitate the steps in the task (e.g., Mechling & Collins, 2012; Spencer et al., 2015; Walser et al., 2012) (Rowe et al., 2021).	Students with ASD, ID, MD

Video Modeling plus Constant Time Delay [Promising]	Video modeling is a form of response prompting (i.e., a stimulus that later functions as an extra cue; Rowe et al., 2019). Video modeling involves a video recording of a multistep task in which an individual will watch and will then be allowed an opportunity to imitate the steps in the task (e.g., Mechling et al., 2009) (Rowe et al., 2021). Constant time delay is a variation of time delay, a prompting procedure that uses variations in the time intervals between presentation of the natural stimulus and the response prompt. Constant time delay is implemented by presenting several trials using a 0-second delay between the presentation of the natural stimulus and the response prompt. The trials that follow the simultaneous prompt condition apply a fixed time delay (e.g., 3 seconds or 5 seconds; Cooper, Heron, & Heward, 2007).	Students with ID
"Whose Future Is It? Plus, Rocket Reader" Curriculum [Research-based]	Whose Future Is It? is a published curriculum that teaches students how to be involved in their IEP process (Rowe et al., 2019). Rocket Reader is a computer software program that allows students to navigate through the Whose Future Is It? book with read aloud and a playback option (Lee et al., 2011; Rowe et al., 2021).	Students with SLD, ID, ASD, OHI, SLI, EBD, & OHI
Working at Gaining Employment Skills (WAGES) Curriculum [Research-based]	Working at Gaining Employment Skills (WAGES) is a job-related social skills curriculum focused on teaching self-regulation, teamwork, communication, and problem solving (Murray & Doren, 2013; Rowe et al., 2021).	Students with disabilities, SLD, EBD, ASD, ID, OHI, TBI

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