

NSTTAC's Secondary Transition Evidence-Based Practices

What is an Evidence-Based Practice (EBP)?

EBP is a teaching method used to teach a specific skill that has been shown to be effective based on high-quality research (Cook, Tankersly, & Landrum, 2009)

What Do EBPs Provide Teachers With?

- Provide teachers with information about which teaching method in secondary transition has been most effective at helping students with disabilities learn skills
- EBPs can be used to support IEP goals and objectives.

Student-Focused Planning- includes practices in the areas of IEP development, student participation in planning, and planning strategies

Using [Whose Future Is It Anyway](#) to Teach Student Knowledge of Transition Planning

Using [Check and Connect](#)
Using [Computer Assisted Instruction](#)
Using [Self-Advocacy Strategy](#)
Using [Self-Directed IEP](#)
Using [Published Curricula](#)

To Teach Student Participation in the IEP Meeting

Student Development - includes strategies in the areas of life skills instruction, career and vocational curricula, structured work experience, assessment, and support services

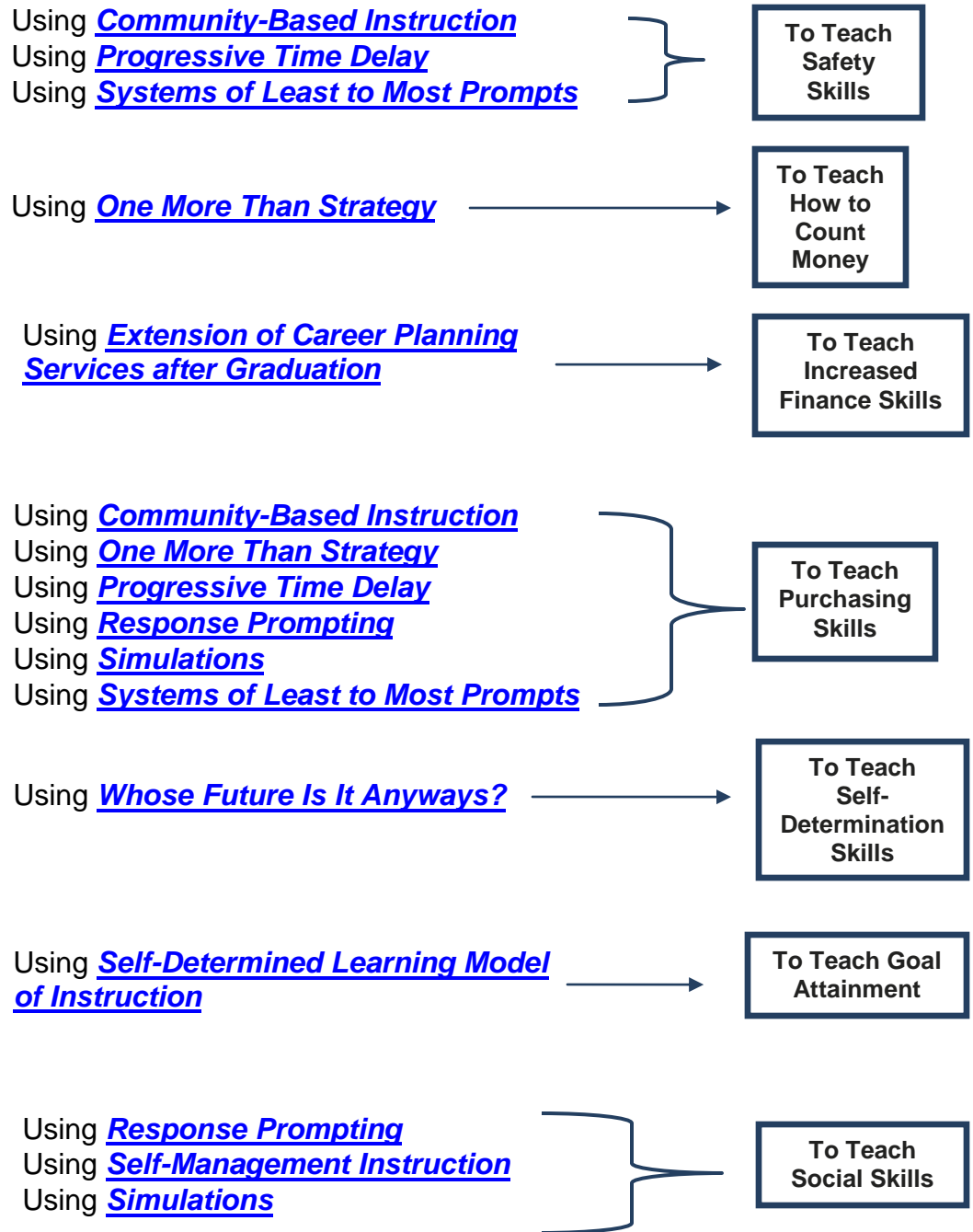
Using [Mnemonics](#)
Using [Peer-Assisted Instruction](#)
Using [Self-Management Instruction](#)
Using [Technology](#)
Using [Visual Displays](#)

To Teach Academic Skills

Using [Backward Chaining](#)
Using [Constant Time Delay](#)
Using [Forward Chaining](#)
Using [Progressive Time Delay](#)
Using [Self-Monitoring Instruction](#)
Using [Simultaneous Prompting](#)
Using [Systems of Least to Most Prompts](#)
Using [Systems of Most to Least Prompts](#)
Using [Total Task Chaining](#)

To Teach Functional Life Skills

NSTTAC's Secondary Transition Evidence-Based Practices



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Using [Systems of Least to Most Prompts](#)
Using [Community-Based Instruction](#) } To Teach Communication Skills

Using [Computer Assisted Instruction](#)
Using [Constant Time Delay](#)
Using [Self-Management Instruction](#)
Using [Systems of Least to Most Prompts](#) } To Teach Job Specific Skills

Using [Mnemonics](#) → To Teach How to Complete a Job Application

Using [Community-Based Instruction](#)
Using [Response Prompting](#) → To Employment Skills

Using [Community Based Instruction](#)
Using [Constant Time Delay](#)
Using [Simulations](#) } To Teach Banking Skills

Using [Community Based Instruction](#) → To Teach Community Integration Skills

Using [Community Assisted Instruction](#)
Using [Constant Time Delay](#)
Using [Response Prompting](#)
Using [Video Modeling](#)
Using [Systems of Least to Most Prompts](#) } To Teach Food Preparation and Cooking Skills

Using [Community Assisted Instruction](#)
Using [Community-Based Instruction](#)
Using [Response Prompting](#)
Using [Systems of Least to Most Prompts](#) } To Teach Grocery Shopping Skills

NSTTAC's Secondary Transition Evidence-Based Practices

Using [Response Prompting](#)
Using [Video Modeling](#)



To Teach Home Maintenance Skills

Using [Response Prompting](#)



To Teach Laundry Tasks

Using [Response Prompting](#)
Using [Constant Time Delay](#)



To Teach Leisure Skills

Family Involvement - includes practices in family training, family involvement, and family empowerment

Using [Training Modules](#)



To Teach Parent Involvement in the Transition Process

Program Structure - includes practices in program philosophy, policy and evaluation, strategic planning, resource allocation, and human resource development.

Using **Check and Connect to Promote:**



To Teach Student Participation in IEP Meetings

Using **Community-Based Instruction to Teach:**



Banking Skills
Grocery
Shopping Skills
Community Integration Skills
Purchasing Skills
Safety Skills
Communication Skills

Using **Extension of Career Planning Services After Graduation to Promote:**



To Teach Increased Finance Skills

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