EMPLOYMENT FIRST

Realizing Employment First for Youth

Evidence Based Practices for Transition Youth

Ohio Employment First Transition Framework Evidence Based Practices Tool

Methods and strategies for teachers, job coaches and all practitioners to prepare youth to work in the community

Practices and Predictors

The Evidence Based Practices and Predictors provide transition professionals with research-based strategies useful across all systems to build youth skills for community employment. The National Secondary Transition Technical Assistance Center (NSTTAC) identified sets of Evidence Based **Practices** and **Predictors** based on high quality research. NSTTAC has been transformed to a new technical assistance agency called National Technical Assistance Center on Transition (NTACT). The NTACT website (www.transitionta.org) provides the supporting literature, research methodology and a number of tools, additional links, and information about the **Practices** and **Predictors**.

Create a free NTACT account to get the latest evidence based, research based, and promising practices in the are of transition. Content is broken down into lesson plans and easy to understand research for transition teams to consider for all nine Evidence Based Practices for their transition youth in the area of education, employment, and independent living.

This tool focuses on **Evidence Based Practices**.

These same practices appear in the research identified through the work of the National Professional Development Center on Autism Spectrum Disorders (http://autismpdc.fpg.unc.edu). This Center's research contributed to the description of many of the practices that appear in this document.

Evidence Based Predictors are activities, services and supports that occur during the school years that have been identified through research as being associated with higher rates of success as youth enter adulthood. Please also see the **Ohio Employment First Transition Framework Evidence Based Predictors** Tool.

IMPORTANT: These Evidence Based Practices are only as effective as the integrity with which they are implemented and the degree of match with the youth's learning styles and needs. Not all Evidence Based Practices are necessarily effective for all youth in all situations. Learn more about the research conditions that lead to these practices/strategies to be identified as 'evidence based' on http://transitionta.org/effectivepractices.

What are Evidence Based Practices?

Evidence Based Practices are:

- Instructional methods and strategies proven through research to be effective to teach youth **specific** transition-related skills.
- Used in a variety of settings, such as, classrooms, work sites, community environments, social settings, etc.
- Useful to teach a variety of skills, such as those associated with employment, daily living, communication, academics, job-routines and tasks, independence, and workplace behavior.

Chaining

Community Based Instruction

Computer Assisted Instruction

Mnemonics

Self-Monitoring and Self Management

Video Modeling

Prompting

Self-Advocacy and Self Determination

Visual Supports

Mobile Technology

Simulation

Why are Evidence Based Practices Important?

"Evidence Based" became a topic of national importance with the passage of education's No Child Left Behind legislation in 2001. Congress began to view adult outcomes for all youth through an economic lens – how well prepared are youth for adult living, given the significant financial investment in education? As a result, the legislation required that educators use only strategies and methods for teaching that were proven through scientifically based research to be effective. Over time, other human service systems have adopted similar standards – to use systematic approaches to determining and providing services.

Currently, there continues to be much room for improvement in the adult outcomes of youth with disabilities as they are integrated into their communities as employees, neighbors and citizens. All professionals across systems working with transition age youth need to have the knowledge and skills to implement Evidence Based Practices at the core of the services they provide.

Teachers, job coaches, job developers, and others need to know about these Evidence Based Practices. The skill comes in knowing how to select the *right* practice for the instructional situation and the strengths and needs of the youth.

To be competitive in the job market, all youth needs to have the skills and qualities valued by employers – general worker skills as well as specific occupational skills. Today's work force needs to perform multiple tasks within a single job.

Who Can Use Evidence Based Practices?

Evidence Based Practices are equally useful for teachers, job developers, paraprofessionals, employment navigators, transition coordinators and others to teach and support transition youth in multiple environments as they traverse the Path to Employment and other adult living.

How Are Evidence Based Practices Implemented?

Evidence Based Practices work when the *right* practice is selected to teach the youth a *specific* skill. The 'magic' happens when care is taken to match a strategy with the strengths and needs of the youth and the context of the environment where the skill will be needed or performed.

Selecting the *right* **Evidence Based Practice** requires three basic pieces of information.

1. What specific skill does the youth need to learn?
2. Where will the youth need to use the skill?
3. What are the youth's learning preferences? Strengths and Challenges? Needs for support?

The key to effectively teaching youth new skills and to manage new activities in new environments is to look to the past. What has been effective for prior learning? What sources of data and information already exist that are helpful in matching the *right* Evidence Based Practice with how the youth learns? What types and levels of support have proven necessary for the youth to be successful while providing for him/her to maximize independence?

Data about past learning and performance assists the teacher or adult service provider to answer these questions and to match the Evidence Based Practice with the learning modality of the youth and the environment in which the skills are to be learned. For example, if a youth is a visual learner, a job coach would be less likely to have success in using verbal directions as prompts for a youth to follow a series of steps for completing a production task on the job.

Chaining Strategies

Chaining Strategies are a way to teach youth to perform a sequence of tasks or steps. The job coach, teacher or trainer first analyzes the task to be performed, identifying each smaller step necessary to complete the task. This is known as 'task analysis'. The teacher or trainer then guides the youth to learn each step. The goal is to have the youth successfully/accurately complete the entire activity. Variations of the Chaining Strategy are described below:

- **Backwards Chaining** – the teacher/trainer completes all the steps or skills identified in the task analysis except for the final step in the chain. When the youth accurately performs the final step or skill in the chain, reinforcement is delivered and the next-to-last step or skill is introduced.
- **Forward Chaining** – Steps or skills identified in a task analysis are taught in their naturally occurring order. Initially, reinforcement is delivered when the youth accurately completes the first step or skill in the sequence. Then the next time the skill is taught, the second step becomes the one that is reinforced.
- **Total Task Chaining** - a variation of forward chaining in which the learner receives instruction and reinforcement on each step of the task each time it is being taught. Sometimes referred to as concurrent training.
- **Prompting** is also used in conjunction with chaining to teach the individual skills
- **In determining which chaining strategy to use,** consider the nature of the task and the youth's baseline performance. For example, if a task has a strong natural reinforcer at the end (e.g., cooking a preferred meal), than using backward chaining would capitalize on the natural reinforcer (eating the meal). On the other hand, if a youth at baseline is most successful with the first few steps of a task analysis, perhaps forward chaining would most likely result in higher success and motivation.

Team Discussion Questions

- Are task analyses of the activity/task being taught completed and then used to identify where the youth may need targeted support, intervention, or instruction?
- Is every step needed to complete the task or perform the skill included in the chaining sequence (even those that are small, routine or presumed to be mastered)?
- Do the chaining strategies selected match the youth's way of learning and following direction (and not selected or used based on teacher/provider preference)?

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Examples of How to Use Chaining Strategies

Backwards Chaining the Copier

Connie is learning to make double-sided, color copies on her job site. The task analysis identifies multiple steps that include loading paper in the correct drawer, loading staples, and putting in a password to access the copier. The job coach begins by showing Connie how to do all the steps of the task using a checklist. The coach then completes each step until the last step, which is pushing the print button. The job coach prompts Connie to complete the chain by pointing to the print button, which she then pushes. The coach provides verbal praise for Connie's success and then begins the process again, only this time, the coach does not do the last two steps. Connie successful completes both and is again reinforced. The backwards-chaining process continues in this manner until Connie is completing all of the steps independently, accurately and consistently.

Step-by-Step Oil Change

Crystal needs to learn to do a car oil change for her career tech course. She has no prior experience in this area and even though she has watched videos and others do it, she is concerned she will make a mistake that will ruin the car. The teacher decides to use a total task forward chaining process to help Crystal be successful. The job-coach prompts Crystal through each specific step, pausing for her to complete the step. Additionally, to motivate and build confidence, the coach praises her, provides an 'elbow bump', and other positive reinforcement for each step completed. Before she realizes it, Crystal has completed her first oil change and is ready to try again with less prompts.

Links

- **NTACT Practices and Predictors**
  On this web page, review a number of Evidence Based, Research Based, and Promising Practices including Chaining. (You will need to create a free account)
  https://transitionta.org/system/files/resourcetrees/LP_BC_FLS_FirstAid.pdf?file=1&type=node&id=210&force=
- **Last Things First: The Power of Backwards Chaining**
  This article discusses the advantages of using chaining strategies to improve learning sequences of steps in workplace and educational settings. Examples are provided.
  https://www.elearningguild.com/pdf/2/101303des.pdf
- **Chaining and Task Analysis**
  http://www.iidc.indiana.edu/?pageId=3458
- **Example of Forward Chaining with Mobile Technology support**
  https://www.youtube.com/watch?v=rl_EMmrX_nY
- **Autism Internet Module on Task Analysis to prepare for chaining**
  http://www.autisminternetmodules.org/user_mod.php
- **Task Analysis and Chaining**
  https://vcuautismcenter.org/resources/factsheets/printView.cfm/1018

Community Based Instruction

Community Based Instruction is training, teaching or coaching that takes place in the community in the location where the skills are expected to be performed.

Community venues such as banks, grocery stores, post offices, etc. are ideal locations for teaching skills needed to access everyday services. Procedures and protocol can differ across locations and type of business. Learning 'how to do it' at a specific location in his or her community affords the youth independence.

- **Community Based Instruction** sometimes follows simulated instruction in the classroom.
- **Community Based Instruction** was found to be successful to teach skills for safety, purchasing, communication, employment, banking, grocery shopping and other activities that provide for integration into the community.
- **Community Based Instruction** is intentional. Activities, skills and locations are selected based on the community settings and services the youth needs to learn to access. Then the skills are taught systematically in the community locations where they will be used.
- In the studies used to establish **Community Based Instruction** as an evidence- based practice for teaching community integration skills the instruction was provided:
  - Immediately following classroom simulated instruction
  - Immediately following video modeling
  - Alone, using prompting that was gradually faded

Team Discussion Questions

- Does the youth's transition plan include opportunities to learn important life skills in the authentic community environments where they are expected to performed?
- Are the community sites selected for instruction the ones that the youth will naturally be using in course of everyday working and living?
- Has the Community Based Instruction been systematically and intentionally planned?
- Do the prompting levels used provide for maximum independence?
- Does the school partner with community and adult agencies to expand and enrich the experiences?

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Examples of How to Use Community Based Instruction

Clothing, Customers and Community Learning

Shania's employment goal is to work in clothing retailer. In the classroom they practice arranging clothing and role play answering 'customer questions' before leaving for a job site at the local mall. Here Shania folds, hangs, and arranges clothing while attempting to answer customer questions. The job coach remains on site in the distance and only steps in to prompt as needed.

Mastering Customer Skills in the Arena

Derek's employment goal is work in a sports arena. He will be required to direct people to various locations around the arena in an accurate and friendly manner. Before leaving for a job try-out where he will participate in this type of work, Derek reviews and models the video the teacher created so that he could practice his pleasant 'customer face' and scripts for friendly casual conversation. Derek works in this setting twice a week and practices this skill each week while progress data is collected by the job coach. As he masters this skill, new skills are added, practiced and measured.

Jody Earns a Paycheck

Jody is going to receive her first paycheck next Friday. Her family wants her to open a bank account. In high school, her class regularly went on field trips into the community, but she is not familiar with the bank on the bus line near where she lives. Since she started her job, Jody is eager to be more independent of her family and other assistance but needs to overcome the anxiety she experiences in unfamiliar places where she is not sure what she is supposed to do. Her sister goes with her to the bank to open the account and they are pleased to learn that the Account Representative at the bank walks all new patrons through paperwork, procedures and routines. Jody is thankful her sister went with her to help her remember all the details and rehearse with her at home before her next trip to the bank.

Links

- **NTACT Practices and Predictors**
  On this web page, review a number of Evidence Based, Research Based, and Promising Practices including Community Based Instruction. https://transitionta.org/system/files/resourcetrees/LP_ES_CC.pdf?file=1&type=node&id=305&force=
- **Project 10: Transition Education Network**
  Florida's statewide project supporting the secondary transition of youth with disabilities. This website provides a description of Community Based Instruction, ideas for uses, examples of how to implement it and links to other resources
  http://project10.info/DPage.php?ID=158
- **Why CBI? Community Based Instruction**
  https://www.youtube.com/watch?v=i__gP3ZzQDA
- **Community Based Instruction and Transition for Students with Disabilities (Archived Webinar)**
  https://www.youtube.com/watch?v=vOiysGJqWog
- **Engaging Youth in Work Experiences: An Innovative Strategies Practice Brief**
  This Innovative Strategies Practice Brief provides practical examples and resources used by promising and exemplary youth programs to engage youth in work experiences.
  http://www.ncwd-youth.info/innovativestrategy/engaging-youth-in-work-experiences-an-innovative-strategies-practice-brief/

Computer Assisted Instruction

Computer Assisted Instruction offers an interactive format that can provide examples and feedback to youths, while including multiple components such as graphics, photographs, audio, and video.

- **Computer Assisted Instruction**
  - Means using the computer and other associated technology to improve youths' skills, knowledge, or academic performance.
  - Offers the opportunity for learning through a variety of presentations of content (generally highly visual), self-paced learning and repeated exposure to material.
  - Includes use of portable DVD players displaying video and audio prompts and computer software packages incorporating video modeling.
- **Computer-enriched Instruction:** Utilization of computer technology to augment instruction and includes usage of the computer as a calculating tool, a programming tool, and to conduct simulations.
- **Computer-managed Instruction or Integrated Learning System:** The application of computer technology and software programs designed to present sequential instruction to youth over extended periods of time while maintaining records of youth progress.

Team Discussion Questions

- Do the youth's learning preferences indicate that computer assisted/multimedia instruction could benefit and enhance the youth's ability to achieve goals?
- Are a variety of Computer Assisted Instruction options included as an intervention or supplement to other teaching strategies?
- In what areas of the plan would multimedia examples and immediate feedback enhance the youth's skills, knowledge or academic performance?

Computer Assisted Instruction

Computer Assisted Instruction offers an interactive format that can provide examples and feedback to youths, while including multiple components such as graphics, photographs, audio, and video.

Examples of How to Use Computer Assisted Instruction

Vocabulary for Vicky

Vicky is attending an adult career technical program to earn a certificate in small animal care. Her coursework requires she learn medical terms and vocabulary specific to the feeding, breeding and routine care for a variety of domesticated animals and other small mammals that might be housed at museums, small zoos, or animal rescue facilities. She has always struggled with memorizing information and finds it helps her recall to 'see' and 'hear' how the words are pronounced and what they mean by using the voice function on her tablet.

Pre-Teaching Math through the Computer Assisted Instruction

Jamal struggles to remember math concepts. He is in danger of failing the required basic math course. In discussions, Jamal's team realizes that he attends well to the computer when he has opportunity and access. The team researches several self-paced, sequential computer assisted software programs and discovers one that would fit his interests and skill level. After introducing him to the software, Jamal is given a chance in the resource room to work ahead of the classroom instruction so he is familiar with the content. His understanding of the math instruction in the classroom is greatly enhanced, as well as his ability to master the math concepts.

Links

NTACT Practices and Predictors
On this web page, review a number of Evidence Based, Research Based, and Promising Practices including Computer Assisted Instruction. https://www.transitionta.org/sites/default/files/PD_CAI_IEP_0.pdf

WikkiEducator
The WikiEducator provides free content on a variety of educational and instructional practices and resources.
http://wikieducator.org/Computer_Assisted_Instruction

Adolescent Literacy
Provides free resources for parents and educators of kids in grades 4 – 12. Provides an overview of computer-assisted instruction and looks at how writing software helps youths with developing ideas, organizing, outlining, brainstorming, and minimizing the physical effort spent on writing so that youths can pay attention to organization and content.
http://www.adlit.org/article/22028/

Autism Internet Module on Computer-Aided Instruction
http://www.autisminternetmodules.org

Mnemonics

Mnemonics are memory devices or aids that help youth and adults recall larger pieces of information, especially in the form of lists, like characteristics, steps, stages, parts, phases, etc.

The 'alphabet song' is an example of a commonly used mnemonic.

- **Mnemonic** instruction is a set of strategies designed to help youth improve their memory of new information.
- **Mnemonics** instruction links new information to prior knowledge through the use of visual and/or acoustic cues.
- Aids to memory such as acronyms, rhymes, linking information by creating visual images or making up a story, are called **mnemonics.**
- **Mnemonic strategies** have been recommended as appropriate for remembering the following types of information: shopping lists, vocabulary, appointments, facts, names & faces, and ideas
- Examples of types of **Mnemonics:**
  - Keyword — A keyword is a familiar word that sounds similar to the word or idea being taught. The teacher creates an illustration that links the prior and new information in the youth's memory. Example: The scientific term for common frogs is ranidae. A helpful keyword for ranidae might be rain and a teacher could show a picture of frogs hopping in the rain.
  - Pegwords are used to help youth remember information in a particular order. These words are substituted for the number to be remembered and associated with the other information. For instance, to remember that insects have six legs and spiders have eight legs, create a picture of insects on sticks and another picture of a spider on a gate.
  - Letter — Letter strategies include acronyms or sentence mnemonics. For example, the acronym HOMES can be used to help students recall the names of the Great Lakes: **H**uron **O**ntario **M**ichigan **E**rie **S**uperior

Team Discussion Questions

- Would mnemonics help the youth to memorize and recall academic information?
- Could mnemonics be used on the job as well as in academic settings to improve task completion, increase independence, and decrease the need for adult assistance (such as an aide or job coach)?
- Does the youth attend to music, rhythm, or rhymes? This may indicate that mnemonics could be effective for tasks requiring memory and recall of facts, lists, sequences, etc.

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Examples of How to Use Mnemonics

Remembering 'General' Facts and People

Kayleen's social studies class is studying World War II. To remember that Dwight Eisenhower was a great general in World War II, the teacher uses a reconstructive elaboration. First, she has Kayleen repeat the phrase "I-Tower". Then she shows a picture of Eisenhower depicting him as a "tower" of a man–that is, much taller than all others in the picture–with the letters "I Tower" and "WWII" on his chest. The teacher describes what the picture means and how it should help Kayleen remember his name. It sounds like Eisenhower to say "I-Tower."

50 States and Capitals

Toby's class is learning the names of all the states and capitals. His teacher is using keyword Mnemonics. For example:

State: Kentucky ⟶ **Keyword:** Kennel

Capital: Frankfort ⟶ **Keyword:** Frankfurter

Mnemonic Picture: Dogs in a kennel eating frankfurters.

George on the Job

George works at a large warehouse. One of his duties is to pull items from various places in the warehouse to fill orders. He has been struggling to remember where items are located and it slows down his work pace. His job coach teaches him a mnemonic to remember Toys, Electronics, Appliances, Clothing, Household goods are all located in Sector 1 of the warehouse. The first letters of each word spell the acronym 'TEACH'.

Links

NTACT Practices and Predictors
On this web page, review a number of Evidence Based, Research Based, and Promising Practices including Mnemonics.
https://transitionta.org/system/files/resourcetrees/PD_Mnemonics_Job_2018.pdf?file=1&type=node&id=325&force=

Adolescent Literacy
Provides free resources for parents and educators of kids in grades 4 – 12. This brief provides an overview of various types of mnemonics.
http://www.adlit.org/strategies/22732/

The Learning Center Exchange
Dedicated to providing information for learning assistance professionals. This article describes and illustrates 9 Types of Mnemonic Devices.
http://www.learningassistance.com/2006/january/mnemonics.html

ICT4us.com
A website of free fun information
http://www.ict4us.com/mnemonics/

Self-Monitoring and Self-Management Interventions

Self-Monitoring and Self-Management Interventions provide youth the strategies to become less dependent of 'in-person' assistance, such as aides and coaches. Such strategies provide the youth with skills to become aware of their own needs and level of performance.

Self-Management interventions include methods used by youth to manage, monitor, record and/or assess their behavior or academic achievement. Associated terms include:

- Self-monitoring: A multi-step process to observe and record one's behavior
- Self-evaluation: A process where a youth compares her/his progress to an established goal and is reinforced for success.
- Self-instruction: Techniques a youth uses to tell him or herself what to do and then following through.
- Goal setting: A process where a youth self-selects a target for improvement, which serves to structure the person's effort, provide information on progress, and motivate performance.
- Strategy instruction: Teaching youth a series of steps to follow independently to solve problems or achieve outcomes.

Self-Management and self-monitoring skills are closely related to Self-Advocacy and Self-Determination. Youth must have goals, make decisions and advocate for themselves. They must also know how to monitor and evaluate their own decisions and progress.

Team Discussion Questions

- Does the youth currently receive assistance from aides, teachers or job coaches to manage and monitor behavior? If so, how and where could self-monitoring and self-management practices be incorporated?
- Self-management interventions are intended to improve Self- determination. Where and how could self-management interventions be included in plans to improve self-determination?
- Are opportunities to learn and practice self-monitoring skills intentionally and systematically included in the plan?

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Examples of How to use Self-Monitoring and Self-Management Interventions

Smartphones are Smart Self-Monitors

John is learning to stay on task with his job. He sets his smartphone to a silent alarm that alerts him every 15 minutes. When the alarm signals, if John is working he gives himself a checkmark. If he is not working, no checkmark (Self-monitoring). At the end of the morning, if he has checks for more than more 75% of the opportunities, he earns extra break time (Self-Evaluation).

Coaching Myself On The Job

Sasha works in a fast food restaurant where she has difficulty remembering some of the job tasks. She has found that self-instruction is an effective strategy to help her remember and complete several of her tasks. For example, she notices napkins are low and she says quietly, "The napkin holder is empty. "She then thinks for a minute and states, "Fill the napkin holder with napkins." After completing the task, she quietly says, "I refilled the napkin holder". And finally reinforces herself, "It looks good! No one will run short of napkins tonight".

Links

NTACT Practices and Predictors
On this web page, review a number of Evidence Based, Research Based, and Promising Practices including Self-Monitoring and Self-Management Strategies.
https://transitionta.org/sites/default/files/postsecondary/new/Lesson%20Plan%20Carr%20and%20Punzo%201993%20self-monitoring.pdf or https://transitionta.org/sites/default/files/PD_SM_Academic.pdf

Autism Internet Modules (AIM)
The free AIM module on Self Management guides the learner through case studies, instructional videos, pre- and post-assessments, and other learning tools. http://www.autisminternetmodules.org

InterventionCentral
Provides teachers, schools and districts with free resources to help struggling learners and implement Response to Intervention and attain the Common Core State Standards.
http://www.interventioncentral.org/self_management_self_monitoring

The National Professional Development Center on Autism Spectrum Disorders
Provides briefs on EBP found to be effective for youth with Autism Spectrum Disorder, including Self-Management. Each brief provides an overview and general description, step-by-step instructions of implementation, an implementation checklist, and the evidence-base. http://autismpdc.fpg.unc.edu/evidence-based-practices

SOS: Helping Students Become Independent Learners
An online module that describes how teachers can help students stay on task by learning to regulate their behavior. The four strategies discussed are self-monitoring, self-instruction, goal-setting, and self-reinforcement.
http://iris.peabody.vanderbilt.edu/module/sr/#content

Self Monitoring for Older Students
http://www.do2learn.com/disabilities/FASDtoolbox/classroom_management/behavior_in_the_classroom/older_students.htm

Don't Forget About Self Management
http://www.iidc.indiana.edu/?pageId=450

Video Modeling

Video Modeling can be effectively implemented in home and school settings, according to the studies that serve as the foundation for the evidence base. This practice may be useful anywhere there is learner access to viewing equipment.

- **Video modeling:** Teaching specific behaviors or skills using a video recording to provide a visual model of the targeted behavior or skill.
- **Basic video modeling:** Recording someone other than the youth engaging in the target behavior or skill. The youth then views the video at a later time.
- **Video self-modeling:** Recording the youth displaying the target skill or behavior and reviewing it later.
- **Point-of-view video modeling:** Recording the target behavior or skill from the perspective of the youth.
- **Video prompting:** Recording each step of the targeted behavior or skill. Pauses are incorporated after each step to allow the youth to perform that step before viewing subsequent steps. Either the youth or another person acts as the model.
- Evidence-based studies found video modeling to be effective for the domains of communication, social, academic/cognition, and play. It may be useful in the behavior domain as well; however, no studies were identified to support the use of video modeling in this domain.
- For more information about how to create video models, please see the links on the next page.

Team Discussion Questions

- Does the youth attend to videos, movies, etc.? If so, consider a video modeling strategy.
- What skill development in the plan could be taught via video modeling?
- Review plans for prompting and instructional methods used with the youth. Could video modeling enhance or support these strategies and goals?
- Consider pairing mobile technology with video modeling to prompt behaviors and routines.
- Has the team discussed not only what to teach via video modeling, but how to create the video and a plan for the youth to have access to the video on a regular basis?

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Examples of How to Use Video Modeling

Interview By Camera

Miguel is learning how to act and respond in an interview. He practices the skills and body language he wishes to learn. The teacher then videotapes Miguel being interviewed by a local store manager that he knows well. Miguel is given visual prompts or cues off-camera to help him remember what to say or do. Later the job coach reviews the video with Miguel and Miguel also takes it home to review and practice for an upcoming interview.

Sometimes a Planogram is Just Not Enough!

Sarah is trying to remember the sequence to arrange items on a display at work. Even with a planogram, she struggles. Sarah's supervisor videotapes a coworker doing the sequence from beginning to end and sends the tape home with Sarah to study. Between this video model and the planogram, Sarah is successful in creating the display.

Links

NTACT Practices and Predictors
On this web page, review a number of Evidence Based, Research Based, and Promising Practices including Video Modeling.
https://transitionta.org/system/files/resourcetrees/PD%20Using%20VM%20to%20teach%20Food%20Preparation%20Skills%202017%20.pdf?file=1&type=node&id=255&force=

The National Professional Development Center on Autism Spectrum Disorders
Provides briefs on EBP found to be effective for youth with Autism Spectrum Disorder, including Video Modeling. Each brief provides an overview and general description, step-by-step instructions of implementation, an implementation checklist, and the evidence-base. http://autismpdc.fpg.unc.edu/evidence-based-practices

Creative Solutions for Hope
Provides individualized instruction to benefit children and adults with a variety of disabilities.
http://creativesolutionsforhope.com/video-modeling/

Several Examples of Variations of Video Modeling
https://www.youtube.com/watch?v=lvrwj_p4E2g&index=7&list=PLhH1RpPzAJOie7rXmMv4cakYS6QkffCKd
https://www.youtube.com/watch?v=DvSk5T_0UfU&list=PLhH1RpPzAJOie7rXmMv4cakYS6QkffCKd&index=5
https://www.youtube.com/watch?v=Rmh3usXNiyo
https://www.youtube.com/watch?v=fe164OWpWII&t=31s
https://www.youtube.com/watch?v=mPgVMguP4J4

Autism Internet Modules (AIM)
The free AIM module on Video Modeling guides the learner through case studies, instructional videos, pre- and post-assessments, and other learning tools. http://www.autisminternetmodules.org

Prompting Strategies

Prompting Strategies are most effective when used systematically within a Prompting Hierarchy, deciding at what level of intensity the youth will need prompting to successfully learn or perform a task or behavior. Equally important is to determine the Type of Prompt that matches the youth's learning preferences and styles.

Prompting Strategy: Any assistance given that supports learning or initiates the use of a specific skill.

- Prompts are given before or as the youth attempts to use a skill.
- Effective prompting is deliberate in the way it is planned and implemented. This means determining a *Prompting Hierarchy*, selecting the appropriate *Type of Prompt* and deciding when to use prompts.
- Prompting hierarchies must consider the intrusiveness of the prompt, the skill being taught, and youth's baseline. The most intrusive prompt is the one that matches the skill being taught (e.g., a verbal prompt for a verbal response; or a physical prompt for a physical response).

Prompting Hierarchies provide a systematic method of teaching youth to learn and use skills, as well as a framework for teams to communicate about a youth's learning and level of independence. Systematic hierarchies are effective because they are designed to fade prompts and build youth independence.

- **Least-to-most prompts.** Opportunity to perform each step independently or with the least amount of assistance (such as a gesture). Greater degrees of assistance are provided if the youth demonstrates he/she is unable to perform the steps correctly.
- **Most-to-least prompting.** Prompts to complete each step of the task correctly, and then gradually the amount of assistance provided is reduced as the youth makes progress towards independence.
- **Simultaneous prompting.** A cue/signal is given to use a skill while at the same time prompting is provided to complete the skill correctly. The next time the cue/signal is given, the teacher/coach waits ("Time Delay") for a response.

Types of Prompts

- **Verbal Prompts:** Teachers/coaches make statement that helps youth acquire target skills (e.g. "You might need to try it a different way" "Write your name")
- **Gestural Prompts:** Teachers/coaches make movements that cue the youth to use a particular behavior/skill (e.g. pointing to the top of the paper for the youth to write name)
- **Model Prompts:** Teachers/coaches perform the target skill or behavior. Full model prompts can be verbal if the skill being taught is verbal, or require more responses if the skill being taught involves moving a body part
- **Physical Prompts:** Teachers/coaches touch youth to help them use the target behavior or skill (e.g. tapping a youth's hand to cue her to begin writing her name)
- **Visual Prompts:** Teachers/coaches show pictures of events that provide information about how to use the target skills or behavior (e.g. task analysis checklist, picture card)

Prompting Strategies

Prompting Strategies are most effective when used systematically within a Prompting Hierarchy, deciding at what level of intensity the youth will need prompting to successfully learn or perform a task or behavior. Equally important is to determine the Type of Prompt that matches the youth's learning preferences and styles.

Team discussion Questions

- Are the current prompting strategies used to teach skills strategically planned and implemented reliably?
- Is there a prompt hierarchy identified, understood and implemented by all team members so that the right strategy is used at the right time?
- Is the hierarchy of prompts used to allow the youth to achieve maximum independence?
- Pair mobile technology as a strategy to provide prompting support.
- Are the prompting strategies based on the youth's learning preferences and style *(not pre-determined based on teacher/aide/job coach preference)*?

Examples of How to Use Prompting

Prompted Her Way to Good Eating
Shawna is learning how to cook. She loves grilled cheese and has asked to make some for the class. The team decides to use prompts as they begin instruction. The aide uses a combination of gestures, verbal prompts, and modeling to help Shawna complete each step correctly. For example, the aide points to each ingredient Shawna will need, tells her the temperature to set the stove, and models how to flip the sandwich. The next sandwich she makes requires fewer and less intrusive prompts. (Most to Least Prompting)

Check It Off in Science
Jason is given a checklist that represents each step of the science experiment. Several steps include pictures to assure Jason understands the step. The checklist has been created using an app on his iPad, which makes it easy to change or fade steps if desired. (Visual Prompts)

Stepping Her Way to Sterile Equipment
Carol is learning to sterilize equipment. She has been instructed, watched videos and watched others model the steps. The job coach decides to observe her work through each step, allowing her to attempt each step independently. When Carol unable to complete a step or an attempt is incorrect, the job coach prompts her to correctly complete the step. (Least to Most Prompting)

Links

Using Prompts to Promote Skill Acquisition
An Evidence Based Practices Fact Sheet from Virginia Commonwealth University Autism Center for Excellence
https://vcuautismcenter.org/resources/factsheets/

NTACT Practices and Predictors
On this web page, review a number of Evidence Based, Research Based, and Promising Practices including Prompting.
https://transitionta.org/system/files/resourcetrees/LP_RS_Employment.pdf?file=1&type=node&id=170&force=

Autism Internet Modules (AIM)
These free modules include modules on both Prompting and Task Analysis (to assist the coach to develop a prompting process).
http://www.autisminternetmodules.org

Supported Employment & Supported Volunteerism Training Manual
Offers examples of task analysis and prompting.
http://www.djfiddlefoundation.org/wp-content/uploads/2016/08/alpine_employment_manual.pdf

Self-Advocacy and Self-Determination Skills

Self-Advocacy and Self-Determination Skills are related skills sets that provide the means for youth to take charge of their own lives. A person with a disability may call upon the support of others; however, the individual is entitled to be in control of their own resources and how they are directed. All people have the right to make life decisions without undue influence or control by others.

- **Self-Determination** emerges across the lifespan as children and adolescents learn skills and develop attitudes that enable them to gain the skills necessary to make deliberate, informed choices to maintain and improve their quality of life.
- Components of **Self-Advocacy and Self-Determination** skills include: choice-making, decision making, problem solving, goal setting and attainment skills, independence, risk-taking and safety skills, self observation, evaluation and reinforcement skills, self-instruction skills, leadership skills, self-awareness and self knowledge.
- Some youth will need explicit instruction to learn and use these critical skills.
  - Make these areas a focus of assessment to identify skills the youth needs to develop and/or the ongoing accommodations/supports they will need
  - Foster independence in the types, intensity and duration of school-based supports that are provided
  - Use authentic environments and situations to teach, assess and practice skills.
- Evidence Based strategies shown to be effective to teach **Self-Advocacy and Self-Determination** skills:
  - Use a guide from the University of Vanderbilt to promote self-determination within the curriculum https://vkc.mc.vanderbilt.edu/assets/files/resources/psiSelfdetermination.pdf
  - Self-Directed IEP strategies teach youth to be more involved in the IEP process. *Whose Future is it Anyway* is a youth-directed transition planning curriculum comprised of 6 sections and 36 sessions that lead youth from awareness to self-advocacy http://www.ou.edu/education/centers-and-partnerships/zarrow/trasition-education-materials/whos-future-is-it-anyway.html

Team Discussion Questions

- Is teaching and supporting self-advocacy and self-determination intentional and planned as part of the youth's education? Or is it assumed the youth will figure it out?
- Assess the baseline of the youth's current level of skill related to Self-Advocacy /Self-Determination skills. How has that information been used to develop plans to improve skills?
- Are the Self-Advocacy/Self-Determination skills taught in a comprehensive manner, infused in the learning process across settings?
- How will skills be taught? Include instructional strategies in the plan such as coaching/ prompting to make decisions, solve problems, set goals, communicate needs, etc.?
- Are temporary or ongoing supports needed to assist the youth to use self-advocacy and self-determination skills?
- Are Self-Determination/Self-Advocacy combined with Self-monitoring/Self-evaluation?

Self-Advocacy and Self-Determination Skills

Self-Advocacy and Self-Determination Skills are related skills sets that provide the means for youth to take charge of their own lives. A person with a disability may call upon the support of others; however, the individual is entitled to be in control of their own resources and how they are directed. All people have the right to make life decisions without undue influence or control by others.

Examples of How to Use Self-Advocacy and Self-Determination Skills

"I Did Pay!"

Brianna has been involved in a self-determination /self-advocacy skill-building group that meets during the lunch break 2 times a week. She has been helped by her peers to recognize that when things don't go as she plans, she generally gets upset and withdraws. She has few problem-solving skills. The group has reviewed many situations where problem solving is used to figure out how to act or react. During one lunch when the group was not meeting, Brianna finds herself in a real situation. The worker at the register became distracted and claimed Brianna had not paid for her lunch when Brianna actually had paid! Brianna began to get upset and had decided just to pay again. But instead she stopped and remembered her group discussions and role-plays. She said, "No, I did pay. I think Mrs. Jones saw me pay, let's ask her". In fact, Mrs. Jones did remember seeing Brianna stop and pull out her lunch card. She validated Brianna's problem-solving/self-advocacy actions.

"Support My Goals"

Reggie wants to work with ships in some capacity after high school. His family, friends and teachers are not sure that is best for him, although they know he is very motivated by the subject. Reggie gets upset when people do not take him seriously. He pouts, gets mad, may call his family members "stupid". However, Reggie is now involved in a peer supported, self-determination course and is learning how he should present his goals. Although Reggie does not speak fluently, he is using a strategy he learned in the course. He has developed a PowerPoint slideshow with a little support from a peer. The slide show clearly states his goal of working with ships. It shows pictures of multiple jobs he can do. He has a list of skills he now KNOWS he must learn to be successful. And he ends the show asking who will support him to 'go for it"!

Links

NTACT Practices and Predictors
On this web page, review a number of Evidence Based, Research Based, and Promising Practices including Self Determination and Self Advocacy. https://transitionta.org/system/files/resourcetrees/Using%20SDLMI%20to%20Teach%20Goal%20Setting%20and%20Problem-Solving_0.pdf?file=1&type=node&id=1313&force=

National Collaborative on Workforce and Disability (NCWD): Youth Development and Leadership
NCWD for Youth offers resources to assist in determining ways to incorporate youth development and leadership into programs and practices. http://www.ncwd-youth.info/topic/youth-development

The National Center on Secondary Education and Transition
NCSET was established to create opportunities for youth with disabilities to achieve successful futures. NCSET provides technical assistance and disseminates information focused on areas of national significance for youth with disabilities and their families. http://www.ncset.org/publications/viewdesc.asp?id=962

Determining Interests
Tools to assist youth to become more aware of interests, strengths and needs.
http://www.do2learn.com/JobTIPS/DeterminingInterests/WhatsYourScene/Overview.html

Visual Supports

Everyone uses Visual Supports and Displays in daily life and work. They are so routine in today's world that they should not be considered a 'crutch' but instead a valuable tool for independence, efficiency and productivity.

- **Visual Supports** and displays are tools used to represent the complexity of the mental and physical world in which we live to help people function more efficiently, effectively and independently.
- **Visual Displays:** Examples include daily schedules, task sequences, job lists, choices, etc. that can be demonstrated by low technology (paper/Velcro boards/dry erase boards) or high-technology (tablets and smart phones).
  - **Visual strategies** help communicate information TO individuals. Visual strategies such as picture schedules are used to give information such as what is happening, what is not happening, what is changing, etc.
  - **Visual tools** help youth organize their thinking.
  - **Visual supports** are used to give choices or communicate rules.
- **Visual displays** are used routinely to assist in understanding and/or remembering academic content. Examples include: graphic organizers, cognitive organizers, cognitive maps, structured overviews, tree diagrams, concept maps, templates and thinking maps.
- **Visual displays** include schedules, lists, task sequences, visual prompts, icons, etc. created with low technology that can be provided as tangible manipulatives
- See www.ohioemploymentfirst.org for information about mobile technology and free and low cost apps for various types of visual displays delivered via technology.

Team Discussion Questions

- What do assessments indicate are the most successful visual support options? Words? Photographs? Pictures? Objects? Color? Mobile Tech?
- How are visual supports used to promote learning, task completion, and independence?
- What visual displays/supports are included for providing support in the classroom, community, or job?
- Are the visual supports designed or identified specifically for the youth? Or have they been selected based on a pre-determined program plan?

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Examples of How to Use Visual Supports

Independently Recycling Using a Few Visual Supports

Howard wants to work independently in the community recycling center. He is quite good at tasks, but seems to have difficulty transitioning from one task to the next without the job coach or supervisor telling him what to do and when. He becomes frustrated, and the supervisor at the center does too. By putting in place a simple visual checklist of the tasks for the day, including breaks and lunch, he is able to predict and transition to each task. In addition, the schedule indicates an amount of time he needs to work on each task or the amount of time for each break. He uses the timer on his smart phone to help him remember how long before the next transition.

Casey Counts

Casey works as a clerical assistant in a large office. One of his job tasks involves organizing promotional materials into packets of 50. In order to accurately compile the packets, he uses a visual template that consists of 5 sections with the number '10' on each. Casey counts out 10 items in each section and then bundles the 5 sections together for a packet of 50

Links

NTACT Practices and Predictors
On this web page, review a number of Evidence Based, Research Based, and Promising Practices including Visual Supports.
http://transitionta.org/effectivepractices

The National Professional Development Center on Autism Spectrum Disorders
Provides information on EBP found to be effective for youth with Autism Spectrum Disorder, including Visual Supports. Included are links to free online modules and documents that address the use of Visual Supports.
http://autismpdc.fpg.unc.edu/evidence-based-practices

Center for Community Inclusion and Disability
Includes resources intended as a starting point to learn more about visual supports and to offer templates and suggestions to begin creating your own visual support materials.
https://ccids.umaine.edu/resources/visual-supports/

Two Videos with examples of Visual Supports for the Home from Indiana University: Indiana Resource Center for Autism.
http://www.iidc.indiana.edu/index.php?pageId=3434

Autism Internet Module on Preparing Individuals for Employment.
Throughout this module are examples of visual supports for preparing for the workplace.
http://www.autisminternetmodules.org

ASD Strategies in Action
ASD Strategies in Action provides practical information and skills demonstrated with real-life examples, filmed in homes, schools, work and community settings. Introduction to the series through Many Faces of Autism highlighting key evidence based practices such as self monitoring.
https://autismcertificationcenter.org/

Mobile Technology

Mobile Technology and the proliferation of social media and has changed the way we teach and communicate, how youth learn and expanded the array of potential work-site and community supports. Youth can benefit from the use of mobile technology in daily life, at work, as well as in place of supports previously provided by other adults.

- Technology is considered "the great equalizer," giving people with disabilities better opportunities to communicate, learn, participate, and achieve greater levels of independence.
- **Assistive Technology** is any item, piece of equipment or product system, whether acquired commercially off the shelf, or modified, or customized, that is used to increase, maintain or improve the functional capabilities of individual with disabilities. **Mobile technology** can be included under this umbrella when it is used to improve the functional capabilities of individual with disabilities.
- **Mobile Technology:** A generic term used to refer to a variety of devices that allow people to access data and information from where ever they are. This includes cell phones and portable devices.
- While Apps are frequently used as a support strategy, the typical features on a smartphone or tablet can often be useful to provide the youth needed support.
- Tasks and demands that mobile technology may support include:
  - Scheduling and Reminders
  - Time Management
  - Task Sequencing
  - Navigation - "Finding Your Way"
  - Augmented Communication
  - Job Coaching Access
  - Instruction
  - Behavioral Cues

Team Discussion Questions

- Has mobile technology been incorporated as a method or response mode for transition assessment?
- Has transition assessment identified the potential support uses of mobile technology for the youth to achieve post school outcomes?
- Does transition assessment identify the features and type of mobile technology that provide a match for the youth's learning style, the environment and the task?
- Is mobile technology embedded as a support strategy in the classroom, community or on the job?
- Would mobile technology assist the youth to be more successful and independent in targeted employment and adult living environments?

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Examples of How to Use Technology

Mobile Tech Reminders for Independence

Jethro's teacher observes that he is much more productive when he has regularly scheduled break times. Instead of another person always reminding him to break and come back to work, the teacher helps Jethro set a series of alarms on his tablet. Now the alarms let Jethro independently take a break and return to work tasks. These skills can be used in multiple environments and for multiple purposes to expand Jethro's opportunities for successful employment.

Using the Smartphone

Lonnie needs assistance learning and remembering how to assemble lamps and other items for his job at the home improvement store. The job coach helped him locate a step-by-step app that provides both picture and voice prompts to guide the assembly. He can now independently use the app on his smartphone when he needs a little assistance.

Links

NTACT Practices and Predictors
On this web page, review a number of Evidence Based, Research Based, and Promising Practices including Mobile Technology.
http://transitionta.org/effectivepractices

Ohio Employment First Webinars
Provider Supports includes webinars on Mobile Technology for employment support.
http://www.ohioemploymentfirst.org/view.php?nav_id=107

Finding Useful Assistive Technology Applications and Accessories for Mobile Devices
This document provides a comprehensive list of available apps categorized by use or function. Located in the OCALI document archive. https://www.ocali.org/up_archive_doc/Mobile_Devices_Goodwill_9_2014.pdf?1528309000

Smartphones, iPads and Tablet PCs as Cognitive-Behavioral Aids: Archived Webcast
This free webinar reviews the use of Smartphones, PDAs, iPads, and tablet computers to assist in managing cognitive and behavioral challenges. https://vcuautismcenter.org/te/webcasts/details.cfm/217

Smartphone Apps and Features for People with Disabilities
This article features a list of apps organized by disability challenges that the app may support.
http://web.archive.org/web/20151215034341/http://www.connectwc.org:80/smart-apps-for-people-with-disabilities.html

Simulation

Simulation helps to bridge the gap between the abstract concepts presented in an instructional setting and the application of those concepts in real settings, situations and environments. Youth can engage in simulations to rehearse routines, procedures, social responses, etc. in a 'safe' environment as preparation for performing in community, home or work sites.

- Simulation uses materials and situations in instructional settings that approximate the natural conditions and the expected responses associated with applying performance skills and behaviors expected in community and work settings.
- To be a valuable instructional tool, strategies and supports proven effective for the youth are embedded in the simulation experience. Such strategies include: verbal instruction, role-play, least-to-most prompts, constant time delay, computer assisted instruction, group discussion, modeling of correct and incorrect behavior, youth self-evaluation and peer feedback.
- Simulations are most beneficial when tailored to the challenges and needs of the youth and designed to closely mimic the situations and environments where the youth will be expected to perform – community settings such as banks and stores, work sites, and home settings.
- Simulations remove the element of danger from the situation. For example, it can allow a youth to "interact" with traffic as a pedestrian quite safely
- Simulations can be paused, whereas real life cannot. Pausing allows more time for youth to assess what's going on, evaluate performance and make corrections.
- Simulation Activities that promote learning tend to meet the following criteria:
  - They simulate the activity so well that there is little difference between the simulated environment and the real one, and the same kind of learning experience can take place.
  - They are "hands-on", involving youth so they actively perform listening or observing. Many youth learn better from personal experiences rather than they do from listening to others'.
  - They are developmentally valid and tailored to the needs and challenges of youth to meet the performance expectations of the setting in which they will need to function.
  - They are empowering when youth take on responsible roles, find ways to succeed, and develop problem-solving tools as a result of the interaction.

Team Discussion Questions

- Are simulations included in the youth's plan as a strategy to teach desired behaviors, social interactions, routines, job tasks, etc.?
- Are the simulation strategies planned, systematic, and utilized on a regular basis?
- Do the simulation activities and materials identified closely resemble the actual materials and situations that the youth will encounter in the community?
- Where could simulation be used to support less concrete instruction, such as lecture, worksheets, and discussion?

Simulation

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Examples of How to Use Simulation

Sanjay 'goes' to the gym

Sanjay is working part-time at a small retail shop. He wants to get in shape and decided to join a gym. He has wanted to do this for a long time, but gets anxious and confused in large, open public spaces to the point of completely shutting down. His County Board of DD Service Administrator goes to visit the gym to learn the details of getting a membership, the layout of the facility, check-in procedures, etc. She learns that the gym has a virtual tour at their website, with accompanying audio to describe check-in procedures, staff services, etc. The SSA knows that computer assisted instruction is effective for Sanjay and that he responds well to the modeling correct and incorrect behaviors. She and Sanjay work through the virtual tour together, discussing his concerns and fears. Sanjay now feels comfortable and confident that he can enjoy his workout.

Leon and the Lions

Leon works at the zoo as an assistant to the veterinarians working with small mammals. He loves his job but would really like to work with the lions. There is an opening on the Big Cat team for an assistant. Leon's job coach is concerned that Leon's enthusiasm for lion's would override his focus on following strict safety procedures for working in and around the enclosures of the big cats. An area of the zoo being renovated provides the perfect environment for a simulation, using computer-generated pictures and sounds of lions, in authentic enclosures. With the help of the Big Cat Team, the job coach develops several typical scenarios that could occur in the Big Cat area, as Leon simulates performing his duties in the feeding areas within the enclosures. Leon and his job coach are able to 'pause' the action and problem solve what to do when something unexpected and potentially dangerous occurs. Leon discovered that he was not quick enough at opening and closing the latches for him to work with the Big Cat Team at this time. Leon will continue to practice and apply again in the future.

Links

NTACT Practices and Predictors
On this web page, review a number of Evidence Based, Research Based, and Promising Practices including Simulation.
hhttps://transitionta.org/system/files/resourcetrees/PD_Sim_Purchasing.pdf

Teaching Soft Skills Through Workplace Simulations in Classroom Settings
This publication from the Office of Disability Employment Policy offers ideas and insight into making classroom simulations a valuable link to authentic experiences. https://www.dol.gov/odep/documents/teachingsoftskills.pdf

Creative Teaching Site
The world we live in is a rich and diverse place. If we're smart, we can take advantage of different aspects of the stimulating environment we all live in to help us teach creatively. On this site, you'll find resources that help teachers become creative teachers.
http://www.creativeteachingsite.com/edusims.html

Video Examples that simulate various types of careers
http://do2learn.com/JobTIPS/DeterminingInterests/JobDescriptions/Overview.html
https://www.careeronestop.org/

Teaching Using Simulations: Going to the Movies!
This site offers a lesson plan and short video of youth using simulation to learn the steps and activities involved in attending a movie. http://starautismsupport.com/teaching-using-simulations-going-movies

EMPLOYMENT FIRST
Realizing Employment First for Youth

Evidence Based Practices for Post-School Success

Transition Plan Review Tool of Evidence Based Practices

Transition Plan Review Tool of Evidence Based Practices
Identify Target Areas for Improvement in Individual Youth Plans and Programs

Team Review and Planning

Teams may use this tool to assess how well the Evidence Based Practices are identified, supported and implemented in a youth's plan.

How to Use the Evidence Based Practices Review and Planning Tool

1. **Understanding the Practices.** Review the information in the Employment First Evidence Based Practices for Transition Youth Tool.
2. **Review the Student IEP and Transition Plan.** Review the student's services, instruction, and supports to identify what Evidence Based Practices are currently reflected in the plan and which are not being used.
3. **Select a rating or action for each of the practices in relation to the specific student.**

   ☐ "**YES.** Included and Individualized." This means that the practice is being used and the student data indicates that the implementation is effective. Current implementation continues as planned.

   ☐ "Needs **REVISING** or Need **MORE INFORMATION**." This means that the student data indicates a need for review and revision of the practice and implementation. OR the team needs more information about the practice or implementation in order to determine an action.

   ☐ "**Consider Adding** to Plan." This means that the team review of the practices and the youth's plan and profile indicate the likelihood that this practice would be useful to teach skills and knowledge important for future success. The team would like to add this to the youth's plan.

   ☐ "**Not a priority strategy** to include at this time." This means that the team review of the practices and the youth's learning profile and plan indicate that this practice would not be as effective as other practices or strategies. The team does not recommend implementation at this time.

4. **Summary Worksheet.** Use the summary worksheet and guiding questions to organize ideas for gathering new information, revising the current plan, and adding new strategies that reflect Evidence Based Practices to the youth's plan.

Chaining

Community Based Instruction

Computer Assisted Instruction

Mnemonics

Self-Monitoring and Self Management

Video Modeling

Prompting

Self-Advocacy and Self Determination

Visual Supports

Mobile Technology

Simulation

Transition Plan Review Tool of Evidence Based Practices

Directions: Review the detailed information about Evidence Based Practice (EBP) on the preceding pages. Select a youth and review the youth's IEP and other transition plans and programs. Use the reflection questions below to review the degree to which Evidence Based Practices are included and individualized to the unique needs of the youth. Summarize your review and action plans on the Worksheet.

1. Chaining Strategies		
• Are task analyses of the activity/task being taught completed and then used to identify where the youth may need targeted support, intervention, or instruction? • Are chaining strategies naturally introduced as a way to teach each step of a task or activity in a sequential manner that includes all steps, regardless of how small or presumed already mastered? • Do the chaining strategies selected match the youth's way of learning and following direction (and not selected or used based on teacher /provider preference)?	**YES.** Included and Individualized	
	Needs **REVISING** or Need **MORE INFORMATION**	
	Consider **Adding** to Plan	
	Not a priority strategy to include at this time	
2. Community Based Instruction		
• Does the youth's transition plan include opportunities to learn important life skills in authentic community environments where they are expected to be performed? • Are the community sites selected for instruction the ones that the youth will naturally be using in course of everyday working and living? • Has the Community Based Instruction been systematically and intentionally planned? • Do the prompting levels used provide for maximum independence? • Does the school partner with community and adult agencies to expand and enrich the experiences?	**YES.** Included and Individualized	
	Needs **REVISING** or Need **MORE INFORMATION**	
	Consider **Adding** to Plan	
	Not a priority strategy to include at this time	
3. Computer Assisted Instruction		
• Do the youth's learning preferences indicate that computer assisted/multimedia instruction could benefit and enhance the youth's ability to achieve goals? • Are a variety of Computer Assisted Instruction options included as an intervention or supplement to other teaching strategies? • Identify areas of the plans where building computer skills and other multimedia support will assist the youth to achieve his/her future adult goals?	**YES.** Included and Individualized	
	Needs **REVISING** or Need **MORE INFORMATION**	
	Consider **Adding** to Plan	
	Not a priority strategy to include at this time	

4. Mnemonics to Teach Academics and Other Skills		
• Would mnemonics help the youth to memorize and recall academic information? • Could mnemonics be used on the job as well as in academic settings to improve task completion, increase independence, and decrease the need for adult assistance (such as an aide or job coach)? • Does the youth attend to music, rhythm, or rhymes? This may indicate that mnemonics could be effective for tasks requiring memory and recall of facts, lists, sequences, etc.	**YES.** Included and Individualized	
	Needs **REVISING** or Need **MORE INFORMATION**	
	Consider **Adding** to Plan	
	Not a priority strategy to include at this time	
5. Self-Monitoring and Self-Management Interventions		
• Does the youth currently receive assistance from aides, teachers or job coaches to manage and monitor behavior? If so, how and where could self-monitoring and self-management practices be incorporated? • Self-management interventions are intended to improve Self- determination. Where and how could self-management interventions be included in the self-determination plans? • Are opportunities to learn & practice self-monitoring skills intentionally & systematically included in the plan?	**YES.** Included and Individualized	
	Needs **REVISING** or Need **MORE INFORMATION**	
	Consider **Adding** to Plan	
	Not a priority strategy to include at this time	
6. Video Modeling		
• Does the youth attend to videos, movies, etc.? If so, consider a video modeling strategy. • What skill development in the plan could be taught via video modeling? • Review the global youth plans for prompting and instruction. Could video modeling enhance or support these strategies and goals? • Consider pairing mobile technology with video modeling to prompt behaviors and routines. • Has the team discussed not only what to teach via video modeling, but how to create the video and a plan for the youth to access the video on a regular basis?	**YES.** Included and Individualized	
	Needs **REVISING** or Need **MORE INFORMATION**	
	Consider **Adding** to Plan	
	Not a priority strategy to include at this time	

7. Prompting Strategies		
• Are the current prompting strategies used to teach skills strategically planned and implemented reliably? • Is there a prompt hierarchy identified, understood and implemented by all team members so that the right strategy is used at the right time? • Is the hierarchy of prompts used to allow the youth to achieve maximum independence? • Pair mobile technology as a strategy to provide prompting support. • Are the prompting strategies based on the youth's learning preferences and style (not pre-determined based on teacher/ aide/job coach preference)?	**YES.** Included and Individualized	
	Needs **REVISING** or Need **MORE INFORMATION**	
	Consider **Adding** to Plan	
	Not a priority strategy to include at this time	
8. Self-Advocacy, Self-Determination and Self-Directed IEP Strategies		
• Is teaching and supporting self-advocacy and self-determination intentional and planned as part of the youth's education? Or is it assumed the youth will figure it out? • What is the baseline of the youth's current level of skill related to Self-Advocacy /Self-Determination skills and how is that information used to develop plans? • Are the Self-Advocacy/Self-Determination skills taught in a comprehensive manner, infused in the learning process across settings? • How will skills be taught? Include instructional strategies in the plan such as coaching/ prompting to make decisions, solve problems, set goals, communicate needs, etc. • Are temporary or ongoing supports needed to assist the youth to use self-advocacy and self-determination skills? • Are Self-Determination/Self-Advocacy combined with Self-monitoring/Self-evaluation?	**YES.** Included and Individualized	
	Needs **REVISING** or Need **MORE INFORMATION**	
	Consider **Adding** to Plan	
	Not a priority strategy to include at this time	
9. Visual Supports		
• What do assessments indicate would be the most successful visual support options? Words? Photographs? Pictures? Objects? Color? Mobile Tech? • How are visual supports used to promote learning, task completion, and independence? • What visual displays/supports are included for providing support in the classroom, community, or job? • Are the visual supports designed or identified specifically for the youth? Or have they been selected based on a pre-determined program plan?	**YES.** Included and Individualized	
	Needs **REVISING** or Need **MORE INFORMATION**	
	Consider **Adding** to Plan	
	Not a priority strategy to include at this time	

10. Mobile Technology		
• Has mobile technology been incorporated as a method or response mode for transition assessment? • Has transition assessment identified the potential support uses of mobile technology to achieve post school outcomes? • Does transition assessment identify the features and type of mobile technology that provide a match for the youth's learning style, the environment and the task? • Is mobile technology embedded as a support strategy in the classroom, community or on the job? • Would mobile technology assist the youth to be more successful and independent in the targeted employment and adult living environments?	**YES.** Included and Individualized	
	Needs **REVISING** or Need **MORE INFORMATION**	
	Consider **Adding** to Plan	
	Not a priority strategy to include at this time	
11. Simulation		
• Are simulations included in the youth's plan as a strategy to teach desired behaviors, social interactions, routines, job tasks, etc.? • Are the simulation strategies planned, systematic, and utilized on a regular basis? • Do the simulation activities and materials identified closely resemble the actual materials and situations that the youth will encounter in the community? • Where could simulation be used to support less concrete instruction, such as lecture, worksheets, and discussion?	**YES.** Included and Individualized	
	Needs **REVISING** or Need **MORE INFORMATION**	
	Consider **Adding** to Plan	
	Not a priority strategy to include at this time	

Summary Worksheet

Upon review of _____'s IEP and Transition Plans, the following ideas, potential interventions and strategies were identified.	
☐ Chaining Strategies ☐ Community Based Instruction ☐ Computer Assisted Instruction ☐ Mnemonics to Teach Academics and Other Skills ☐ Self-Monitoring and Self-Management Interventions ☐ Video Modeling ☐ Prompting Strategies ☐ Self-Advocacy, Self-Determination and Self-Directed IEP Strategies ☐ Visual Supports ☐ Technology ☐ Simulation	What EB Practices have we already included and individualized in _____'s plan?
	Which EB Practices do we want to revise or fine-tune? Ideas for the revisions?
	Do we want any additional information on any of the practices we reviewed? Which ones?
	What additional EB Practices do we want to add to _____'s plans?
	How will we know that the current and additional EB Practices are effective for _____? What is our method of assessment? What is the schedule for review?