




Effective Practices and Predictors Matrix

| Level of Evidence | Relevant Outcome Area | Practice |
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| Evidence-Based Practices  | Education | <ul style="list-style-type: none"> ○ Student-Focused Planning Practices ○ Published curricula to teach student involvement in the IEP ○ Student Development (Academic, Employment, and Life Skills) Practices <ul style="list-style-type: none"> ▪ Graphic organizers to teach reading comprehension ▪ Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment ▪ Strategy instruction to teach math ▪ Strategy instruction to teach reading comprehension |
| | Employment | <ul style="list-style-type: none"> ○ Student-Focused Planning Practices <ul style="list-style-type: none"> ▪ Published curricula to teach student involvement in the IEP ○ Student Development Practices <ul style="list-style-type: none"> ▪ Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment |
| | Independent Living | <ul style="list-style-type: none"> ○ Student-Focused Planning Practices <ul style="list-style-type: none"> ▪ Published curricula to teach student involvement in the IEP ○ Student-Development Practices <ul style="list-style-type: none"> ▪ Constant time delay to teach food preparation skills ▪ Response prompting to teach food preparation and cooking skills ▪ Response prompting to teach home maintenance skills ▪ Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment ▪ Simulations to teach purchasing skills ▪ System of least-to-most prompts to teach functional life skills |
| Research-Based Practices | Education | <ul style="list-style-type: none"> ○ Predictors of Postsecondary Education <ul style="list-style-type: none"> ▪ Inclusion in general education ▪ Occupational courses ▪ Paid employment/work experience ▪ Transition program ▪ Vocational education ▪ Youth autonomy |



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| | | <ul style="list-style-type: none"> ○ School Completion Practices <ul style="list-style-type: none"> ▪ Accelerated Middle Schools for staying and progressing in school ▪ Assign adult advocate for dropout prevention ▪ Check and Connect for staying and progressing in school ▪ High School Redirection for school completion ▪ Provide academic support and enrichment for dropout prevention ○ Student-Focused Planning Practices <ul style="list-style-type: none"> ▪ Self-Advocacy Strategy to teach student involvement in the IEP meeting ▪ Self-Directed IEP to teach student involvement in the IEP meeting ○ Student Development (Academic, Employment, and Life Skills) Practices* <ul style="list-style-type: none"> ▪ Anchored instruction to teach math ▪ Corrective reading to teach reading skills ▪ Graduated sequence of instruction to teach math ▪ Graphic organizers to teach science NEW ▪ Mnemonics to teach math ▪ Mnemonics to teach science content ▪ Peer tutoring to teach reading ▪ Peer tutoring to teach science ▪ Peer tutoring to teach social studies content ▪ Schema-based instruction to teach math ▪ Self-management instruction to teach math ▪ Self-monitoring to teach reading ▪ Structured inquiry to teach science content ▪ Whose Future Is It? to teach self-determination skills |
| | <p>Employment</p> | <ul style="list-style-type: none"> ○ Predictors of Postsecondary Employment <ul style="list-style-type: none"> ▪ Inclusion in general education ▪ Occupational courses ▪ Paid employment/work experience ▪ Vocation education ▪ Work study ○ Student-Focused Planning Practices <ul style="list-style-type: none"> ▪ Self-Advocacy Strategy to teach student involvement in the IEP meeting |



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| | | <ul style="list-style-type: none"> ▪ Self-Directed IEP to teach student involvement in the IEP meeting ○ Student Development Practices <ul style="list-style-type: none"> ▪ Response prompting to teach employment skills ▪ Self-management instruction to teach specific job skills ▪ Simulation to teach social skills ▪ Whose Future Is It? to teach self-determination skills ○ Vocational Rehabilitation Collaborative Practices <ul style="list-style-type: none"> ▪ Counseling and the working alliance between the counselor and the consumer ▪ Interagency collaboration ○ Vocational Rehabilitation Employment Practices <ul style="list-style-type: none"> ▪ Supported employment ○ Vocational Rehabilitation Professional Training Practices <ul style="list-style-type: none"> ▪ Impact of counselor education and consumer outcomes ○ Vocational Rehabilitation Service Delivery Practices <ul style="list-style-type: none"> ▪ Services to a target group |
| | <p>Independent Living</p> | <ul style="list-style-type: none"> ○ Predictors of Postsecondary Independent Living <ul style="list-style-type: none"> ▪ Inclusion in general education ▪ Self-care/independent living ○ Student-Focused Planning Practices <ul style="list-style-type: none"> ▪ Self-Advocacy Strategy to teach student involvement in the IEP meeting ▪ Self-Directed IEP to teach student involvement in the IEP meeting ○ Student Development Practices <ul style="list-style-type: none"> ▪ Community-based instruction to teach purchasing skills ▪ Community-based instruction to teach safety skills ▪ Computer-assisted instruction to teach food preparation and cooking skills ▪ Computer-assisted instruction to teach grocery shopping skills ▪ Constant time delay to teach functional skills ▪ One-more-than strategy to teach purchasing skills ▪ Progressive time delay to teach functional life skills ▪ Response prompting to teach grocery shopping skills ▪ Response prompting to teach laundry tasks ▪ Response prompting to teach purchasing skills ▪ Response prompting to teach social skills |




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| | | <ul style="list-style-type: none">▪ <u>Simulations to teach social skills</u>▪ <u>Simultaneous prompting to teach functional life skills</u>▪ <u>System of least-to-most prompts to teach food preparation and cooking skills</u>▪ <u>System of least-to-most prompts to teach purchasing skills</u>▪ <u>System of least-to-most prompts to teach functional life skills</u>▪ <u>Total task chaining to teach functional life skills</u>▪ <u>Video modeling to teach food preparation skills</u>▪ <u>Video modeling to teach home maintenance skills</u>▪ <u>Whose Future Is It? to teach self-determination skills</u> |
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| <p>Promising Practices</p>  | <p>Education</p> | <ul style="list-style-type: none">○ Predictors of Postsecondary Education<ul style="list-style-type: none">▪ Career awareness▪ Interagency collaboration▪ Parent expectations▪ Self-advocacy/self-determination▪ Self-care/independent living skills▪ Social skills▪ Student support○ School Completion Practices<ul style="list-style-type: none">▪ Career Academies for school completion▪ Job Corps for school completion▪ JOBSTART for school completion▪ Social and behavior intervention programs for dropout prevention▪ Talent search for school completion▪ Twelve Together for staying in school○ Student-Focused Planning Practices<ul style="list-style-type: none">▪ Check and Connect to promote student participation in the IEP meeting▪ Computer-assisted instruction to teach participation in the IEP process▪ Whose Future is it? to teach student knowledge of transition planning○ Student Development Practices<ul style="list-style-type: none">▪ Computerized concept mapping to teach social studies content▪ Cover, Copy, Compare to teach math skills NEW▪ Graphic organizers to teach math▪ Mnemonics to teach social studies vocabulary NEW▪ Morphological instruction to teach reading NEW▪ Peer-Assisted Instruction to teach math |
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| | | <ul style="list-style-type: none"> ▪ Simultaneous prompting to teach math ▪ Supplemental materials to teach social studies content ▪ Technology to teach reading comprehension ▪ TouchMath to teach mathematics computation skills |
| | <p>Employment</p> | <ul style="list-style-type: none"> ○ Predictors of Postsecondary Employment <ul style="list-style-type: none"> ▪ Career awareness ▪ Community experience ▪ Exit exam requirements/high school diploma status ▪ Interagency collaboration ▪ Parent/family involvement ▪ Parent expectations ▪ Program of study ▪ Self-advocacy/self-determination ▪ Self-care/independent living skills ▪ Social skills ▪ Student support ▪ Transition program ▪ Travel skills ▪ Youth autonomy ○ Student-Focused Planning Practices <ul style="list-style-type: none"> ▪ Check and Connect to promote student participation in the IEP meeting ▪ Computer-assisted instruction to teach participation in the IEP process ▪ <i>Whose Future is it?</i> to teach student knowledge of transition planning – practice description being updated ○ Student Development Practices <ul style="list-style-type: none"> ▪ Community-based instruction to teach employment skills ▪ Computer-assisted instruction to teach specific job skills ▪ Constant time delay to teach specific job skills ▪ Extended career planning services to teach finance skills ▪ Mnemonics to teach completing a job application ▪ System of least-to-most prompts to teach communication skills ▪ System of least-to-most prompts to teach job specific skills ○ Vocational Rehabilitation Organizational Practices <ul style="list-style-type: none"> ▪ Data driven |



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| | | <ul style="list-style-type: none">▪ Employer relations▪ Excellent Service, Every Consumer, Every Time (E-3)▪ “Incubator units”▪ Organizational skills enhancement▪ Rapid response and internal service specialized coordinators, counselors, and caseloads▪ Share point▪ Strong business model○ Vocational Rehabilitation Service Delivery Practices<ul style="list-style-type: none">▪ Acquired Brain Injury (ABI) Program▪ Career exploration services▪ Choose to Work (CTW)▪ Community Rehabilitation Program (CRP) certification▪ DARSforce▪ Embedded Training Programs (ETP)▪ Essential elements of service delivery▪ Individual Placement and Support (IPS)▪ Maryland Seamless Transition Collaborative (MSTC)▪ Soft-skills training▪ Utah Defendant Offender Workforce Development Taskforce (UDOWD)▪ Valforce▪ Work incentive planning and benefits counseling○ Vocational Rehabilitation Environmental and Cultural Factors<ul style="list-style-type: none">▪ Organizational culture▪ Increasing visibility and communication/constituent relations▪ Agency leadership▪ Partnerships▪ Rehabilitation counselor and unit autonomy▪ Resources▪ Return on investment▪ Service integration and business model▪ Staff training and development▪ Support for innovative and promising practices▪ Working alliance and client-centered services |
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| | | <ul style="list-style-type: none"> ○ Other Vocational Rehabilitation Promising Practices <ul style="list-style-type: none"> ▪ Empowerment and customer self-concept |
| | <p>Independent Living</p> | <ul style="list-style-type: none"> ○ Predictors of Independent Living <ul style="list-style-type: none"> ▪ Paid employment/work experience ▪ Social skills ▪ Student support ○ Student-Focused Planning Practices <ul style="list-style-type: none"> ▪ Check and Connect to promote student participation in the IEP meeting ▪ Computer-assisted instruction to teach participation in the IEP process ▪ <i>Whose Future is it?</i> to teach student knowledge of transition planning ○ Student Development Practices <ul style="list-style-type: none"> ▪ Backward chaining to teach functional life skills ▪ Community-based instruction to teach banking skills ▪ Community-based instruction to teach communication skills ▪ Community-based instruction to teach community integration skills ▪ Community-based instruction to teach grocery shopping skills ▪ Constant time delay to teach banking skills ▪ Constant time delay to teach recreation and leisure skills ▪ Extended career planning services to teach finance skills ▪ Forward chaining to teach functional life skills ▪ One-more-than strategy to teach counting money ▪ Progressive time delay to teach purchasing skills ▪ Progressive time delay to teach safety skills ▪ Response prompting to teach leisure skills ▪ Self-management to teach social skills ▪ Self-monitoring to teach functional life skills ▪ Simulations to teach banking skills ▪ System of least-to-most prompts to teach communication skills ▪ System of least-to-most prompts to teach grocery shopping ▪ System of least-to-most prompts to teach safety skills |