Kentucky Taxonomy for Transition Programming

A Model for Planning, Organizing, and Evaluating Transition Education, Services, and Programs

Based on the work of
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Revised for Kentucky SPDG-CCR Project
Transition to Postsecondary (Instructional) Model

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Overview

The *Taxonomy for Transition Programming* (Kohler, 1996) is an applied framework of secondary education practices associated with improving post-school outcomes for youths with disabilities. The *Taxonomy for Transition Programming* was developed as an outcome of four studies which sought to identify effective secondary transition practices supported with evidence through a review of the literature (Kohler, 1993), an analysis of exemplary transition programs identified through evaluation studies (Kohler, DeStefano, Wermuth, Grayson, & McGinty, 1994), a metaevaluation of model demonstration transition program outcomes and activities (Rusch, Kohler, & Hughes, 1992), and a concept mapping process (Kohler, 1996).

The effective practices identified were organized into five major categories:

1) **Student-focused planning.** Student-focused planning practices focus on using assessment information and facilitating students' self-determination to develop individual education programs based on students' post-school goals.
2) **Student development.** Student development practices emphasize life, employment, and occupational skill development through school-based and work-based learning experiences. Student assessment and accommodations provide a fundamental basis for student development that result in successful transition.
3) **Interagency collaboration.** Interagency collaboration practices facilitate involvement of community businesses, organizations, and agencies in all aspects of transition-focused education. Interagency agreements that clearly articulate roles, responsibilities, communication strategies, and other collaborative actions that enhance curriculum and program development foster collaboration.
4) **Family involvement**. Family involvement practices are associated with parent and family involvement in planning and delivering education and transition services, including facilitating such involvement. Family-focused training and family empowerment activities increase the ability of family members to work effectively with educators and other service providers, and vice-versa.
5) **Program structure.** Program structures are features that relate to efficient and effective delivery of transition-focused education and services, including philosophy, planning, policy, evaluation, and human resource development. The structures and attributes of a school provide the framework for a transition perspective. By operating from the transition paradigm, schools put in place those structures and policies that reflect the notion that outcomes and activities of 100% of the students are important.

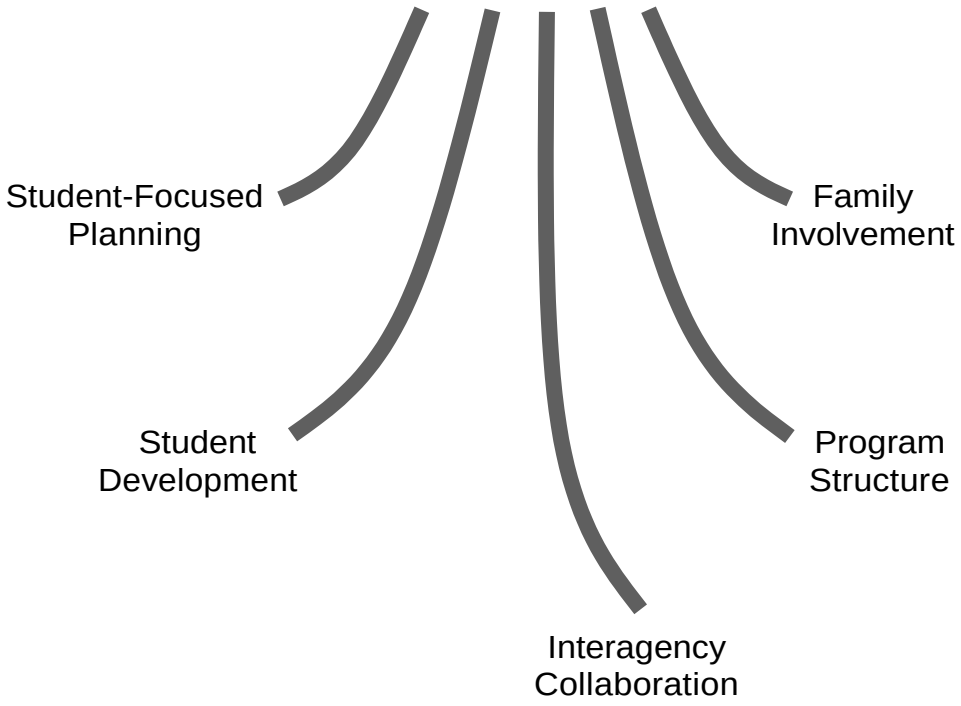
The conceptual model represented by the *Taxonomy* operationalizes a transition perspective of education and depicts a consumer-oriented paradigm that serves as its foundation. The *Taxonomy* represents the things we need to *do* to provide transition-focused education.

Sources: National Secondary Transition Technical Assistance Center. (2010, October). Cross-referencing the Taxonomy for Transition Programming with the NASET National Standards and Quality Indicators and the [NCWD/Youth] Guideposts for Success for Transition-Age Youth. Charlotte, NC: University of North Carolina Charlotte. Available at http://www.nsttac.org/sites/default/files/assets/pdf/pdf/capacity_building/CrosswalkTaxonomy.pdf and Reflecting on Transition-Focused Education, *www.alaskaworksinitiative.org*

TAXONOMY

for

TRANSITION PROGRAMMING



Kohler, P.D. (1996), Taxonomy for Transition Programming. Champaign: University of Illinois.

TAXONOMY
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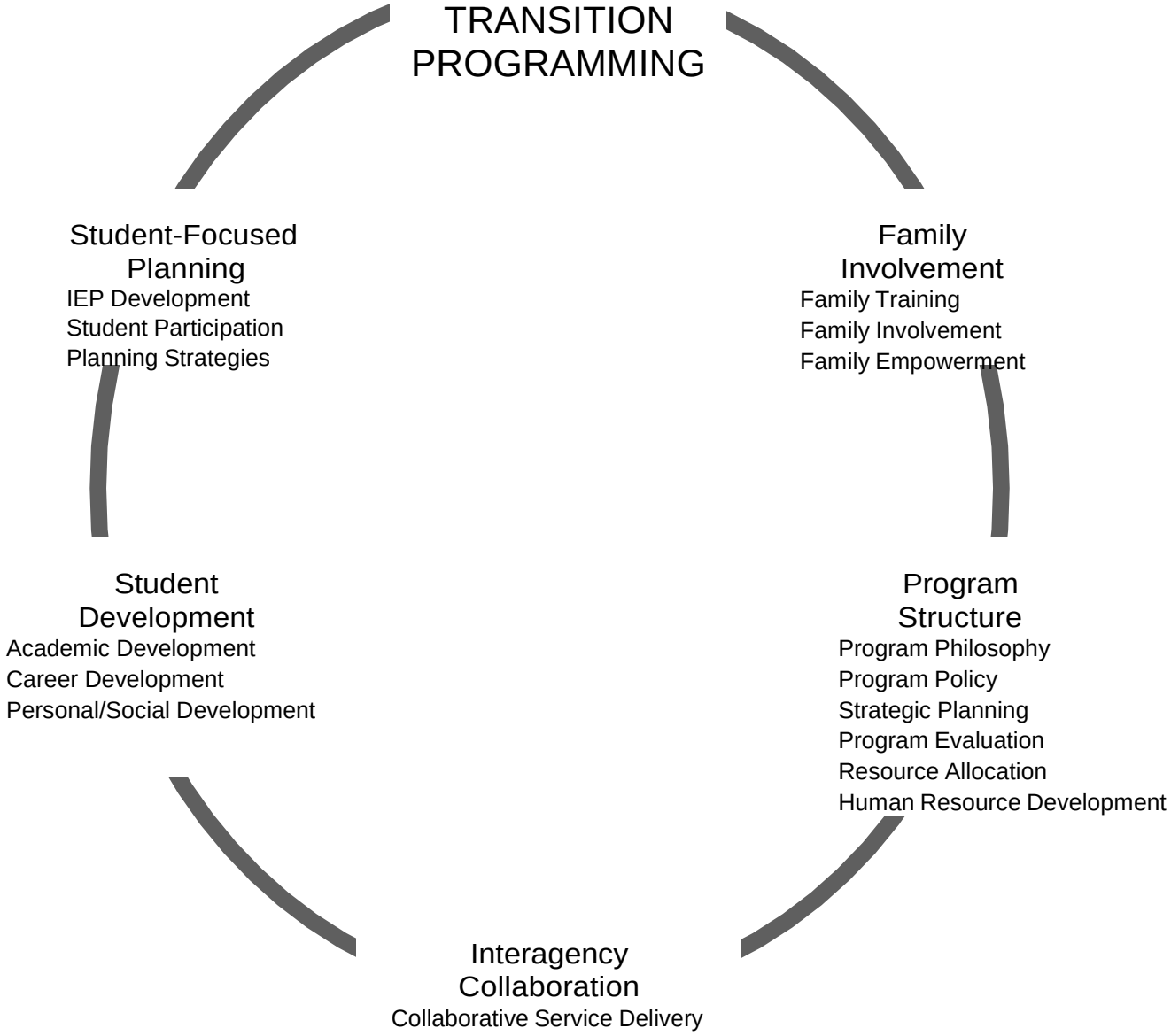

Student-Focused Planning
IEP Development
Student Participation
Planning Strategies

Family Involvement
Family Training
Family Involvement
Family Empowerment

Student Development
Academic Development
Career Development
Personal/Social Development

Program Structure
Program Philosophy
Program Policy
Strategic Planning
Program Evaluation
Resource Allocation
Human Resource Development

Interagency Collaboration
Collaborative Service Delivery

Adapted from Kohler, P.D. (1996), Taxonomy for Transition Programming. Champaign: University of Illinois

PROGRAM ATTRIBUTES

TAXONOMY AREA: STUDENT-FOCUSED PLANNING

IEP Development includes:

- assessment information as a basis for planning
- academic achievement and functional performance
- needed related services (e.g., OT, PT, speech therapy, transportation)
- documentation of student needs, strengths, interests and preferences
- postsecondary goals based on individualized transition assessment
- postsecondary goal for education or training
- postsecondary goal for employment
- postsecondary goal for independent living, if appropriate
- recreation and leisure goals and objectives specified, if appropriate
- course of study designed to help achieve post-secondary goal(s)
- student personal needs (financial, medical, transportation, guardianship, etc.), if appropriate
- documentation of needed supports and linkages
- responsibility of agencies specified in transition services
- referral to adult service provider(s) prior to student's exit from school

Admissions and Release Committee (ARC) meetings include:

- adequate meeting time to conduct planning
- adequate preparation time to conduct planning
- time and place conducive to student and family participation
- accommodations made for communication needs (e.g., interpreters)
- student, family members, school and participating agency personnel
- transition-focused planning beginning no later than age 14, or earlier as appropriate
- student involvement in transition planning meetings
- annual review and discussion of progress toward secondary goals
- evaluation of agency fulfillment of transition services

Transition Planning Strategies include:

- student self-determination within the planning process
- decisions driven by student and family
- student-centered process
- student involvement in decision making
- IEP participation training for students
- career counseling services provided to student
- student self-evaluation of progress
- person-centered planning approaches

TAXONOMY AREA: STUDENT DEVELOPMENT

Career-Related Academic Development includes:

- work-related behaviors and skills instruction
- job seeking skills instruction
- occupation-specific skill instruction
- academic skill instruction embedded within a career work experience curriculum (experiential curriculum)

Career Development includes:

- career work experience curriculum (experiential curriculum)
- authentic experiential work opportunities (experiential curriculum)
- authentic experiences with applied academics (experiential curriculum)

Work-Based Learning options include:

__ internship (paid or non-paid)
__ paid work experience
__ non-paid work experience
__ work exploration and work training
__ job placement services (prior to school exit)
__ entrepreneurship
__ mentoring
__ school-based enterprise
__ service learning
__ shadowing
__ cooperative education

Transition Assessment provides:

- ongoing, formative transition assessment utilized for instruction (including formal, informal, curriculum-based and situational assessment)
- academic, cognitive, communication and adaptive behavior assessments utilized for instructional planning

Individualized Support Services include:

- identification and development of environmental adaptations
- identification and development of natural supports
- identification and development of communication supports
- identification and development of social supports
- provision of related services (e.g., OT, PT, speech therapy, Orientation & Mobility, travel training, transportation)
- mentoring/peer support
- identification and development of any other needed accommodations

Personal/Social Skills Development includes:

- leisure skills training
- community skills instruction
- social skills training and opportunities with peers
- self-determination skills training, including goal setting and decision making
- self-advocacy skills training
- independent living skills training
- learning strategies skills training
- development of Communicative Competence

TAXONOMY AREA: INTERAGENCY COLLABORATION

Coordinated Service Delivery includes:

- collaborative funding and staffing of transition services (e.g., CWTP, TOPS)
- active participation of adult service agencies (e.g., Vocational Rehabilitation, Behavioral Health and Developmental and Intellectual Disabilities (BHDID), Commission for Children with Special Health Care Needs (CCSHCN), Office for the Blind (OFB))
- collaborative development and use of assessment data
- coordinated and shared delivery of transition-related services
- systems information disseminated among cooperating agencies
- collaborative program planning and development, including employer involvement
- collaborative consultation between special, regular, and career technical educators
- collaboration between post-secondary education institutions and the school district

TAXONOMY AREA: FAMILY INVOLVEMENT

Family Involvement includes:

- Contribution to student assessment
- Participation in evaluation of student's program
- Involvement of parents/families in making decisions
- Parent/family participation during IEP meeting
- Parents/family role in providing natural supports

Family Empowerment includes

- Pre-IEP planning activities for parents/families (e.g., vision planning, person-centered planning)
- Parents/families presented with choices
- Transition information provided to parents/families prior to student's age 14
- Structured method to identify family needs

Family Training in Transition and Secondary Education Topics include:

- Training to promote self-determination
- Training about advocacy
- Training about natural supports
- Training focused on their own empowerment
- Training on transition-related planning process (e.g., IEP, Individual Learning Plan)
- Training about agencies and services
- Training on legal issues (e.g., guardianship, due process, age of majority, wills and trusts)

TAXONOMY AREA: PROGRAM STRUCTURE

Program Philosophy includes:

- Community-referenced curricula
- Outcome-based curricula
- Systematic, evidenced based instruction
- Student inclusion in general education, to the extent appropriate
- Student opportunities to interact and develop friendships with peers without disabilities
- Work experience provided in least restrictive environment

- Student access to educational options (secondary and postsecondary)
- Flexible programming to meet student needs
- Chronologically age-appropriate instructional materials and performance of activities
- Principles of Universal Design for Learning (UDL) utilized for making content available
- Outcome-based program planning
- Longitudinal approach to transition provided from early childhood to adult
- Principles of student-directed learning utilized for decision making

Program Evaluation includes:

- Data-based evaluation system
- Data analysis for program improvement
- Ongoing program evaluation
- Specific evaluation of student outcomes
- Student/family role in program evaluation
- Self-assessment of services provided at the secondary-level
- Annual evaluation of program policy and procedures as integral components of the process

Strategic Planning includes:

- Community-level interagency transition teams focused on local issues and services included in the planning process
- Link to Regional Interagency Transition Teams focused on regional/state issues
- Link to State Interagency Transition Council focused on regional/state issues

Program Policy includes:

- Education system with transition-related planning and services as integral components
- Administrative, school board, and community support for the program
- Clearly articulated program values, principles, and mission
- Specific and consistent transition-related policies and procedures between and within agency and education participants
- Clearly articulated transition planning program structure and process
- Community-based instruction (CBI)

Program Administration provides:

- Transition practices resource materials to personnel, families, and employers
- Assigned staff are qualified
- Pre-service training on transition practices
- Sufficient allocation of personnel
- Transition-related technical assistance
- Establishment of transition-related personnel competencies
- Ongoing interdisciplinary staff development

Resource Allocation ensures:

- Chronologically age-appropriate instructional materials are utilized
- Appropriate use of resources
- Sufficient allocation of resources
- Educators provided with strategies for working with culturally and linguistically diverse populations
- Resources targeted to community-based and/or integrated settings as opposed to sheltered and/or segregated facilities

Appendices

Appendix A: Glossary
Appendix B: NSTTAC Secondary Transition Evidence-Based Practices
Appendix C: NSTTAC Predictors of In-School and Post-School Success

Note: The National Secondary Transition Technical Assistance Center (NSTACT) is referenced in the appendices listed above. National technical assistance centers, funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) and the Rehabilitation Services Administration (RSA), have been reorganized. Information and resources are now distributed by the National Technical Assistance Center on Transition (NTACT). The NTACT website can be accessed at http://www.transitionta.org/.

GLOSSARY

A

Academic Skills – skills and strategies related to reading, math, and written language, including the student's ability to generalize his/her learning (adapted from definition of Present Levels of Academic Achievement in IEP Guidance Document, p.9)

Accommodations – strategies that are intended to provide support for students during instruction to access and learn content as well as to demonstrate content achievement during assessment; accommodations do not reduce learning expectations and are not intended to be a substitute for specific instruction in reading and language; accommodations shall be individualized and specifically designed to aid the student as the student learns, being faded or reduced as the student gains/demonstrates increased skill and confidence and moves toward greater independence (Source: Inclusion of Special Populations in the State-Required Assessment and Accountability Programs 703 KAR 5:070 February 12, 2009)

Active Participation - the involvement, either by an individual or a group of individuals, with the purpose of exerting influence. (Source: Eionet GEMET Thesaurus)

Age of Majority - the threshold of adulthood in law; the chronological moment when a child legally ceases to be considered a minor; after attaining the age of majority, a person assumes control over their persons, actions and decisions. (Source: retrieved from http://minors.uslegal.com/age-of-majority/). In Kentucky the age of majority is 18 years of age. (KRS 2.015)

Applied Academics - Applied academics is an approach to learning and teaching that focuses on how academic subjects are applied to real world. Academic subjects include subjects like communications, mathematics, science, and basic literacy. In applied academics theoretical knowledge is supported by practical applications. Students connect their acquired knowledge with the world they experience and with what interests them. The basic principle behind this approach of study is that when academic content is made more relevant, participatory and concrete, students learn better. Students can retain knowledge more and apply learning in his/her life. (Source: Wikipedia and uslegal.com)

C

Career Counseling Services –services provided by a career counselor, a certified professional, who assists people with career and life issues. Career counselors work with clients to teach them strategies on how to successfully find new or different employment. Career counselors can help clients develop strategies and skills in exploring career options, identifying jobs, applying for jobs, networking, interviewing, resume and cover letter development, and creating a balance between work and a personal life. (Adapted from about.com)

Career Work Experience Curriculum - a curriculum or program of study that provides experiential career-related opportunities such as work-based learning or student employment prior to high school exit.

Communicative Competence – is ability to successfully understand input from others and express one's intents with others. Communication form may take any number of forms including formal language (i.e., speech, sign, print, braille, or AAC) or may be conventional or unconventional signals (such as gestures, facial expression, vocalizations, eye points,

movements etc.) that can be understood by the receiver. Communicative Competence should accomplish four main purposes including: expressing wants and needs, developing social closeness, exchanging information, and fulfilling social etiquette routines (Light, 1997) and be sufficient to "meet the changing demands and … fulfill one's communication goals across the lifespan." (p. 63)."

Communication Supports- refer to those supports which assist individuals in developing communication competency to access and acquire academic and employability skills. Communication supports would include: Intervention in identifying form/intent; implementation of AAC; building and re-evaluating the use of purposeful and identifiable forms (e.g., gestures, signs, vocalizations, eye gaze, and AAC use for the increasing sophistication of intents).

Community-based Instruction - is a form of instruction that takes place in the natural environment where a functional skill is expected to ultimately be performed. Natural environments are the places frequented by a student's peers without disabilities (i.e. home, neighborhood, recreational, and work environments, etc.). CBI is recognized as an evidenced-based strategy that can lead to post school success for students with disabilities. When implemented in a timely and well thought out manner, CBI will help prepare a student for life beyond the classroom. (Source: Paul Wehman)

Community Skills Training – instruction in skills vital for community participation. Community skills enable a person to actively participate in various community-based programs. Instruction can include awareness of community, mobility, and transportation.

Community Referenced Curricula - curricular materials that prepare students with disabilities for active participation within integrated school, community, and work environments.

Cooperative Education: - a paid educational program consisting of in-school instruction combined with program related on-the-job work experience in a business or industrial establishment. These are planned experiences supervised by the school and the employer to ensure that each phase contributes to the student's Individual Learning Plan (ILP) and Career Pathway. (Source: extracted from the KY Work-based Learning Manual)

Course of Study – a multiyear description of coursework from the student's current school year to the anticipated exit year designed to achieve the student's desired post school goals (707 KAR 1:002 Section 1(19))

D

Due Process - a requirement under the Individuals with Disabilities Education Act (IDEA) that sets forth regulatory basis for a formal set of policies and procedures to be implemented by schools and districts for children in special education programs and intended to ensure that children with disabilities and receive a free appropriate public education (Source: retrieved from http://learningdisabilities.about.com/od/df/g/due_process.htm)

E

Empowerment- an interactive process through which people experience personal and social change, enabling them to take action to achieve influence over the organizations and institutions which affect their lives and the communities in which they live. (Source: Whitmore 1988)

Entrepreneurship – Entrepreneurship education allows students to develop a deeper understanding of economic principles and to apply classroom learning by organizing and

operating a business enterprise. An entrepreneurship education program should involve students developing individual entrepreneurship projects in which they assume all risks in expectation of gaining a profit and/or further knowledge. An entrepreneurship program may be a component of a specific course within the curriculum or be a stand-alone course for credit. (Source: extracted from the KY Work-based Learning Manual)

Evidence Based Instruction – instruction that includes practices, an instructional program, or strategies which have be tested and have demonstrated success. The research results are reliable and valid. Research shows there is reasonable evidence to indicate the practices, program or strategies will result in academic gains.

Evidence Based Practice – strategies based on rigorous research designs, have demonstrated a record of success for improving student outcomes, and have undergone a systemic review process using quality indicators to evaluate level of evidence (Source: extracted from NSTTAC)

Environmental Adaptations – adaptations made to the layout or surroundings of a person's environment,(e.g., classroom, home, or work environment) that provide clearly defined areas, activities, that clarify expectations and minimize confusion. (e.g., minimizing sensory distractions, providing visual schedules, highly structured routines, and visual supports, and modifying the physical environment, etc.)

Experiential Curriculum: a curriculum that provides learning environments and instruction so students will be able to use what they learn in appropriate new contexts—that is, to enable the transfer of learning. (David A Kolb on experiential learning, infed.org)

F

Family Involvement: practices associated with parent and family involvement in planning and delivering education and transition services. (Source: Overview Cross-referencing the Taxonomy for Transition Programming with *NASET National Standards & Quality Indicators*)

Formative Assessment- Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes (Source: Council of Chief State School Officers)

Functional Skills - activities and skills that are not considered academic and are used in the context of routine activities of everyday living. (707 KAR 1:002 Section 1(28) and 34 CFR, Vol. 71 #156, p. 46661)

G

Guardianship-- in Kentucky, guardianship is a legal relationship between a court-appointed adult who assumes the responsibility of being guardian for a ward; a ward is a person who has been declared "legally disabled" by the court and is no longer able to care for his or her personal and/or financial needs.
(Source: retrieved from http://chfs.ky.gov/dail/guardianship.htm)

I

Independent Living Skills Training – instruction in independent Living or life skills defined as "those skills or tasks that contribute to the successful independent functioning of an individual in adulthood" (Cronin, 1996) in the following domains: leisure/recreation, home maintenance and personal care, and community participation. (Source: Cronin, M. E. (1996). Life skills

curricula for students with learning disabilities: A review of the literature. *Journal of Learning Disabilities*, 29, 53-68).

Individual Education Program – a written statement for a child with a disability that is developed, reviewed and revised in accordance with Kentucky Administrative Regulations (707 KAR 1:002 Section 1 (34))

Individual Learning Plan – an online career planning and education tool that can be accessed anywhere a student (grades 6-12 and beyond) has internet access; designed to individually focus a student's coursework in order to prepare him or her for postsecondary studies and/or careers; required within 704 KAR 3.

Interagency Collaboration: a clear, purposeful, and carefully designed process that promotes cross agency, cross program, and cross disciplinary collaborative efforts leading to tangible transition outcomes for youth. (Source: Predictor Implementation School/District Self---Assessment, NSTTAC)

Interagency Transition Teams – representatives of agencies involved in preparing, connecting, and receiving youth with disabilities as they transition from secondary school to post-school environments.

Interdisciplinary – pertaining to or involving more than one profession, study or field.

J

Job Placement Services - support geared towards placing participants in jobs and may involve activities such as job search assistance, training, or job development. These services are initiated to enhance and expedite participants' transition from training to employment. (Source http://www.translationdirectory.com/glossaries/glossary055.htm)

L

Learning Strategies Skills Training–instruction to teach students "*how to learn*" by providing them with learning tools that help them 1) function Independently and 2) generalize use of strategies to a variety of situations and expectations. The instruction is designed to provide the learner with a set of self-instructional steps to be used for acquiring, organizing, or expressing the content (Source: adapted from Learning Strategies Curriculum Guide, Alachua County Public Schools, and Gainesville, Florida)

Least Restrictive Environment – to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if education in the regular education environment with the use of supplementary aids and services cannot be satisfactorily achieved due to the nature or severity of the disability. (707 KAR 1:350 Section 1 (1))

Leisure Skills Training – development of skills that will enhance a person's ability to decide, plan, and initiate a leisure activities that are personal and meaningful to him or her.

M

Mentoring – Mentoring is one component of work-based learning. A mentor is a volunteer from the business/industrial community that helps students become aware of career opportunities and work ethics in a one-to-one relationship that goes beyond the formal obligations of a

teaching or supervisory role. (Source: extracted from the KY Work-based Learning Manual)

Mentoring/Peer Support- refer to an instructional approach used to teach typically developing peers ways to interact with and to help children and youth with significant disabilities to acquire appropriate behavior, communication, social skills, and job related skills within natural environments.

N

Natural Supports- refer to those practices including environmental arrangement, interaction techniques, assistance from co-workers/peers, and behavioral strategies that are used to promote appropriate communication, work, and social skills.

Non-paid Internship - A student Internship is a type of "Work Based Experience Learning Program" for high school students who have completed extensive school based preparation relating to an identified area of career and academic interest in the Individual Learning Plan. Internships are usually one time experiences which should lead to course credit and/or pay. Non-paid students are those individuals who participate in an internship experience on a short-term basis. An employer-employee relationship must meet the guidelines identified in 803 KAR 1:005 (Chapter 1, *Legal Issues,* of the KY WORK-BASED LEARNING MANUAL. Students interning in a not-for-profit organization may also qualify for non-paid internship. (Source: extracted from the KY Work-Based Learning Manual)

O

Outcome-based Curricula – a structured set of practices that outlines specific, measurable outcomes for students to demonstrate.

P

Paid Internship – A student Internship is a type of "Work Based Experience Learning Program" for high school students who have completed extensive school based preparation relating to an identified area of career and academic interest in the Individual Learning Plan. Internships are usually one time experiences which should lead to course credit and/or pay. Students who are to receive pay for an internship experience are those participating in an experience that is a semester or longer and have an established employer-employee relationship. (See Chapter 1, *Legal Issues*, of the KY WORK-BASED LEARNING MANUAL for what constitutes an employer-employee relationship.) (Source: retrieved from KY Work-based Learning Manual)

Paid Work Experience - an employer-employee relationship making the employer subject to all State and Federal Labor Laws.

Person-centered Planning – methodologies used to assist individuals with intellectual and developmental disabilities to lead lives that are meaningful and purposeful to them, and that allow them to participate fully in their homes and communities to the extent they are willing and able to do so, e.g., Personal Futures Planning, Planning Alternative Tomorrows with Hope (PATH), Making Action Plans (MAPS), Essential Lifestyle Planning (ELP), and Facilitated Discovery. (Source: definition retrieved from http://www.opwdd.ny.gov/opwdd_services_supports/person_centered_planning/various-person-centered-planning-methodologies

Postsecondary goal – those goals that a student hopes to achieve after leaving high school (707 KAR 1:002 Section 1(46))

Program Structure - attributes that relate to efficient and effective delivery of transition-focused education and services, including philosophy, planning, policy, evaluation, and human resource development. The structures and attributes of a school provide the framework for a transition perspective. (Source: Overview Cross-referencing the taxonomy for Transition Programming with *NASET National Standards & Quality Indicators*)

R

Related Services – transportation and such developmental, corrective, or supportive services as are required to assist a child with a disability to benefit from special education (707 KAR 1:002 Section 1(51)(a))

S

School-based Enterprise - A school-based enterprise (SBE) is a simulated or actual business conducted within a school. It is designed to replicate a specific business or segment of an industry and assist students in acquiring work experience related to their chosen career cluster. (Source: extracted from the KY Work-based Learning Manual)

Self-advocacy - Self-Advocacy is learning how to speak up for oneself, making own decisions about own life, learning how to get information to understand things that are of interest, finding out who will support in journey, knowing rights and responsibilities, problem solving, listening and learning, reaching out to others when in need of help and friendship, and learning about self-determination. (Source: edited from Wrights Law)

Self-advocacy Skills Training – Self-advocacy training refers to an individual enhancing their ability to effectively communicate, convey, negotiate or assert his or her own interests, desires, needs, and rights. It involves making informed decisions and taking responsibility for those decisions. (VanReusen et al., 1994) Texas Project First website...may need permission to use the definition Add as examples

Self-determination - a combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior; an understanding of one's strengths and limitations together with a belief in oneself as capable and effective are essential to self-determination; when acting on the basis of these skills and attitudes, individuals have greater ability to take control of their lives and assume the role of successful adults in our society (Source: Field, Martin, Miller, Ward, and Wehmeyer (1998))

Self-determination Skills Training – instruction in knowledge and skills to express needs, interests, and abilities in home, school, and community settings. Common principles of self-determination may include freedom, authority, responsibility, respect, rights, creativity, and interdependence.

Service Learning - Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. (Source: extracted from the KY Work-based Learning Manual)

Shadowing - Shadowing is learning through observation and is a way to form partnerships between employers and the local schools. Shadowing is an opportunity for a student to spend a limited amount of time with an individual in a chosen occupation in order to become familiar with the duties associated with that occupation, the physical setting of the occupation, and the compatibility of the occupation with his or her own career goals. (Source: extracted from the KY Work-based Learning Manual)

Social Skills Training – *Social skills training* is not a specific curriculum, but rather a collection of practices that utilize a behavioral approach to teaching preschool children age-appropriate social skills and competencies, including communication, problem solving, decision making, self-management, and peer relations. *Social skills training* can occur in both regular and special education classrooms. (Source: What Works Clearinghouse http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=578)

Social Supports - refer to those strategies that assist students with significant disabilities in interacting with others in various environments, (e.g., classroom, home, or work environment). These strategies promote the development of communication, play, social skills, and job skills through role-playing, practice, and feedback which encourages independence and positive interactions with peers.

Student-centered Process (also known as Learning-Centered/Student-Centered) - In the learning-centered/student-centered the teacher uses his/her rich knowledge of the content to establish significant and challenging instructional goals. He/she seeks out new understandings, approaches, and resources, and works to integrate them into daily practice. Planning and implementation are focused around a deep understanding and application of student-centered practice, with ownership of the learning process resting in the hands of learners. The teacher is a skilled facilitator, a critical resource for student learning, a gatherer of evidence, and an effective responder to needs. (Source: Kentucky's Guide to Reflective Classroom Practices)

Student Development - Practices, based on student assessment and accommodations that emphasize life, employment, and occupational skill development through school-based and work-based learning experiences. (Source: Overview Cross-referencing the Taxonomy for Transition Programming with *NASET National Standards & Quality Indicators*)

Student-directed Learning - A method of learning that requires students to be "active" learners. Students' interests, needs, and abilities determine what and how information is taught in the classroom. Student-centered and student-directed learning is in contrast to teacher-centered learning where teachers present pre-arranged lessons and curricula to students. (Source: schoolchoiceforkids.org)

Student-focused Planning - practices that focus on using assessment information and facilitating students' self-determination to develop individual education programs based on students' post-school goals. (Source: Overview Cross-referencing the Taxonomy for Transition Programming with *NASET National Standards & Quality Indicators*)

T

Taxonomy for Transition Programming - an applied framework of secondary education practices associated with improving post-school outcomes for youth with disabilities. (Source NSTTAC)

Transition Assessment - the ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. (Definition used in Indicator 13 training - from: Sitlington, Neubert, & Leconte, Career Development for Exceptional Individuals, 1997, p. 70-71)

Travel Training - means instruction to children with significant cognitive disabilities and any other children with disabilities, as appropriate, to enable them to develop an awareness of the environment in which they live and to learn the skills necessary to move effectively and safely

from place to place within that environment, such as school, home, work and community. (707 KAR 1:002 Section 1(64))

Trust - a relationship created at the direction of an individual, in which one or more persons hold the individual's property subject to certain duties to use and protect it for the benefit of others (Source: retrieved from http://legal-dictionary.thefreedictionary.com/trust)

U

Universal Design for Learning (UDL) - is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs. Examples include Multiple Means of Representation, Multiple Means of Action and Expression and Multiple Means of Engagement. (Source: cast.org)

W

Will- a document in which a person specifies the method to be applied in the management and distribution of his estate after his death (Source: retrieved from http://legal-dictionary.thefreedictionary.com/will)

Work Exploration - Work exploration is a process where students in a career pathway have opportunities to explore career interest through activities such as: personal observations, using online resources (ILP), visiting job sites and interviewing people employed in a job of interest.

Work Training - or on-the-job training are terms to describe the technical and other related skills learned at a work site in the process of becoming employable in a designated career pathway.

NSTTAC's Secondary Transition Evidence-Based Practices

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

To teach student participation in the IEP Meeting
- Whose Future is it Anyway?
- Computer Assisted Instruction
- Self-Advocacy Strategy
- Self-Directed IEP
- Published Curricula

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

To Teach Academic Skills
- Mnemonics
- Peer-Assisted Instruction
- Self-Management Instruction
- Technology
- Visual Displays

To Teach Functional Life skills
- Backward Chaining
- Constant Time Delay
- Forward Chaining
- Progressive Time Delay
- Self-Monitoring Instruction
- Simultaneous Prompting
- System of Least to Most Prompts
- System of Most to Least Prompts
- Total Task Chaining

To Teach Safety Skills
- Community Based Instruction
- Progressive Time Delay
- Systems of Least to Most Prompts

To Teach How to Count Money
- One More Than Strategy

To Teach Increased Finance Skills
- Extension of Career Planning Services after HS

To Teach Purchasing Skills
- Community Based Instruction
- One More Than Strategy
- Progressive Time Delay
- Response Prompting
- Simulations
- System of Least to Most Prompts

To Teach Self-Determination Skills
- Whose Future is it Anyway?

To Teach Goal Attainment
- Self-Determined Learning Model of Instruction

To Teach Social Skills
- Response Prompting
- Self-Management Instruction
- Simulations

To Teach Communication Skills
- Systems of Least to Most Prompts
- Community Based Instruction

To Teach Job Specific Skills
- Computer Assisted Instruction
- Constant Time Delay
- Self-Management Instruction
- System of Least to Most Prompts

Source: National Secondary Transition Technical Assistance Center www.nsttac.org

To Teach How to Complete a Job Application
- Mnemonics

To Teach Employment Skills
- Community Based Instruction
- Response Prompting

To Teach Banking Skills
- Community Based Instruction
- Constant Time Delay
- Simulations

To Teach Community Integration Skills
- Community Based Instruction

To Teach Food Preparation and Cooking Skills
- Community Assisted Instruction
- Constant Time Delay
- Response Prompting
- Video Modeling
- System of Least to Most Prompts

To Teach Grocery Shopping Skills
- Community Assisted Instruction
- Community Based Instruction
- Response Prompting
- System of Least to Most Prompts

To Teach Home Maintenance Skills
- Response Prompting
- Video Modeling

To Teach Laundry Tasks
- Response Prompting

To Teach Leisure Skills
- Response Prompting
- Constant Time Delay

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

To Teach Parent Involvement in the Transition Process
- Training Modules

Program Structure - includes practices in program philosophy, policy and evaluation, strategic planning, resource allocation, and human resource development.
- Check and Connect
- Community Based Instruction
- Extension of Career Planning Services after High School

Link to Evidence Based Practice Flier: NSTTAC and the flier are no longer available. The information is now included in the ***Effective Practices and Predictors Matrix*** housed on the National Technical Assistance Center on Transition webpage at http://transitionta.org/system/files/effectivepractices/Effective_Practices_and_Predictors_Matrix_12_21_16_updated_2_8_17.pdf?file=1&type=node&id=1124&force=

National Secondary Transition Technical Assistance Center (NSTTAC)
Predictors of In-School and Post-School Success

Predictors of In-School Success
1. Freshman Course Performance [2]
2. Taking Algebra Early [2]
3. On-Track (i.e., at least five full-year course credits; no more than one F in one semester in a core course during the first year of high school) [2]
4. School Attendance[2]
5. School Leadership[3]
6. Instructional Quality[3,2]
7. Teacher Excellence[3]
8. Resource Management[3]
9. School Safety[3]
10. Student Committment[3]
11. IEP Goals[1,8]
12. Self-care skills/ Social Skills[1]
13. Mentors[7]
14. Parental Involvement / Parent Support[1, 3, 4, 6]
15. Paid work experience[1]
16. Vocational training[8]
17. After-school Programs[5]
18. Career Academies[2,14]

Source: National Secondary Transition Technical Assistance Center www.nsttac.org

19. Achieving Success Identity Pathways program (ASIP)[10]
20. Career Development Activities (CDA)[8]
21. Project Lead the Way (PLTW)[9]
22. Project Transition – (Milwaukee; Kansas City; project designed to change environment for 9th graders and teachers by creating student-teacher teams, daily teacher team meetings, coach position, and other supports)[5]
23. Talent Development High School (TDHS) Ninth Grade Instructional Interventions (program designed to accelerate the learning of at-risk students) [6, 14]
24. Transition Service Integration Model[7]
25. Youth Transition Program[1]
26. Person-centered teacher variables (i.e., empathy, warmth, genuineness, composites, nondirective, encourage learn, encourage think, adapt to differences, learner-centered beliefs)[11]
27. Teacher expectations of employment
28. Achievement for Latinos with Academic Success (ALAS)[14]
29. Check and Connect[14]
30. Talent Search[14]
31. Twelve Together[14]

Predictors of Post-School Success
1. Inclusion in General Education[1]
2. Exit Exam Requirements/ High School Diploma Status[1]
3. Program of Study[1]
4. Transition Program[1, 8]
5. Occupational Courses[1]
6. Paid Work Experience[1]

Source: National Secondary Transition Technical Assistance Center www.nsttac.org

7. Vocational Education[1, 2]
8. Work Study[1]
9. Career Awareness[1]
10. Community Experiences[1]
11. Self-Advocacy/Self-Determination[1]
12. Self-Care/Independent Living Skills[1, 7]
13. Social Skills[1]
14. Parental Involvement[1]
15. Student Support[1]
16. Interagency Collaboration[1]
17. Parent Expectations

Predictor Source:
1 = NSTTAC; 2 = National High School Center; 3 = Center for the School of the Future; 4 =National Dropout Prevention Center; 5 = Manpower Demonstration Research Corporation (MDRC); 6 = Center for Research on the Education of Students Placed At Risk; 7 = National Network on Youth Transition for Behavioral Health; 8 = TransQUAL Online, Cornell University; 9 = The Center on EDUCATION AND WORK; 10 = Solberg and Colleagues, University of Wisconsin-Milwaukee; 11 =Texas A & M Regents' Initiative Collaborative and International University; 12 =Carter and Colleagues, University of Wisconsin-Madison/Milwaukee, 14 =IES Practice Guide for Dropout Prevention; 15=Hattie, J. (2009)

Link to Predictors Document: NSTTAC and the flier are no longer available. The information is now included in the ***Effective Practices and Predictors Matrix*** housed on the National Technical Assistance Center on Transition webpage at http://transitionta.org/system/files/effectivepractices/Effective_Practices_and_Predictors_Matrix_12_21_16_updated_2_8_17.pdf?file=1&type=node&id=1124&force=