Effective Practices and Predictors Matrix

Level of Evidence	Relevant Outcome Area	Practice or Predictor Description Title

Evidence-based Practices
 	
E
	Education	▪ **Student-focused Planning Practices**
		  ▪ Published curricula to teach student involvement in the IEP to students with disabilities
		  ▪ *Self-Directed IEP* to teach student involvement in the IEP meeting for students with disabilities
		▪ **Student Development (Academic, Employment, and Life Skills) Practices**
		  ▪ Anchored Instruction to teach math to students with disabilities and learning disabilities and intellectual disabilities and other health impairments
		  ▪ Graphic Organizers to teach science to students with disabilities and students with learning disabilities
		  ▪ Mnemonics to teach science to students with disabilities and students with learning disabilities
		  ▪ Peer Tutoring to teach science to students with disabilities and students with learning disabilities
		  ▪ REWARDS Program to Teach Decoding, Vocabulary, and Reading Comprehension
		  ▪ Schema Based Instruction to teach math to students with disabilities
		  ▪ Self-Determined Learning Model of Instruction to teach goal attainment to students with disabilities and students with intellectual disabilities
		  ▪ Strategy Instruction to teach reading comprehension to students with disabilities and students with learning disabilities
		  ▪ Using Technology to teach math to students with learning disabilities
		  ▪ Time Delay to teach science to students with disabilities and students with intellectual disabilities

	Employment	▪ **Student-focused Planning Practices**
		  ▪ Published Curricula to teach student involvement in the IEP to students with disabilities
		  ▪ *Self-Directed IEP* to teach student involvement in the IEP meeting for students with disabilities
		▪ **Student Development Practices**
		  ▪ *Self-Determined Learning Model of Instruction* to teach goal attainment to students with disabilities and students with intellectual disabilities

	Independent Living	▪ **Student-focused Planning Practices**
		  ▪ [Published Curricula to teach student involvement in the IEP to students with disabilities](#)
		  ▪ [*Self-Directed IEP* to teach student involvement in the IEP meeting for students with disabilities](#)
		▪ **Student-Development Practices**
		  ▪ [Constant Time Delay to teach food preparation skills to students with intellectual disabilities](#)
		  ▪ [Response Prompting to teach food preparation skills to students with disabilities](#)
		  ▪ [Response Prompting to teach home maintenance skills to students with disabilities and students with intellectual disabilities](#)
		  ▪ [*Self-Determined Learning Model of Instruction* to teach goal attainment to students with disabilities and students with intellectual disabilities](#)
		  ▪ [Simulations to teach purchasing skills to students with disabilities and students with intellectual disabilities](#)
		  ▪ [Video Modeling to teach home maintenance skills to students with disabilities and students with intellectual disabilities](#)
		  ▪ [*Whose Future Is It Anyway?* to teach self-determination to students with disabilities and students with learning disabilities and intellectual disabilities](#)

Research-based Practices
 	
	Education	▪ **Predictors of Postsecondary Education**
		  ▪ [Inclusion in General Education](#)
		  ▪ [Occupational Courses](#)
		  ▪ [Paid Employment/ Work Experience](#)
		  ▪ [Transition Program](#)
		  ▪ [Vocational or Career & Technical Education](#)
		  ▪ [Youth Autonomy and Decision Making](#)
		▪ **School Completion Practices**
		  ▪ [Academic Support and Enrichment for dropout prevention](#)
		  ▪ [*Accelerated Middle Schools* for staying and progressing in school](#)
		  ▪ [Adult Advocate for dropout prevention](#)
		  ▪ [*Check and Connect* for staying and progressing in school](#)
		  ▪ [*High School Redirection* for school completion](#)

		▪ **Student-focused Planning Practices**
		  ▪ *Check and Connect* to promote student participation in the IEP Meeting for students with emotional-behavior disorders
		  ▪ Published Curricula to teach student involvement in the IEP to students with autism, emotional-behavior disorders, intellectual disabilities, learning disabilities, or other health impairments
		  ▪ *Self-Advocacy Strategy* to teach student involvement in the IEP meeting to students with disabilities and students with learning disabilities
		  ▪ *Self-Directed IEP* to teach student involvement in the IEP meeting for students with intellectual disabilities and students with learning disabilities
		▪ **Student Development (Academic, Employment, and Life Skills) Practices***
		  ▪ Anchored Instruction to teach math to students with disabilities and learning disabilities and intellectual disabilities and other health impairments
		  ▪ Computerized Concept Mapping to teach social studies to students with disabilities, students with emotional-behavior disorders, and students with learning disabilities
		  ▪ Corrective Reading to Teach Fluency, Decoding, Word Identification, and Vocabulary
		  ▪ Corrective Reading to teach reading to students with disabilities and students with emotional-behavior disorder
		  ▪ Direct Instruction of Main Idea to Teach Reading Comprehension
		  ▪ Embedded Story Structure to Teach Reading Comprehension
		  ▪ Graduated Sequence of Instruction to teach math to students with disabilities and students with learning disabilities
		  ▪ Graphic Organizers to Teach Reading Comprehension
		  ▪ Graphic Organizers to teach reading comprehension to students with disabilities and students with learning disabilities
		  ▪ Peer Assisted Instruction to teach math to students with disabilities and students with learning disabilities
		  ▪ Peer Tutoring to teach reading to students with disabilities and students with learning disabilities
		  ▪ Peer Tutoring to teach social studies content to students with disabilities and students with emotional-behavior disorders
		  ▪ RAP Paraphrasing Strategy to Teach Paraphrasing and Reading Comprehension Skills

		- [Reading Comprehension Strategy Plus Attribution Retraining Concepts and Strategies to Teach Reading Comprehension Skills](#) - [Repeated Reading to teach reading fluency and comprehension to students with disabilities and students with learning disabilities](#) - [Schema Based Instruction to teach math to students with learning disabilities and intellectual disabilities](#) - [Self-Determined Learning Model of Instruction to teach goal attainment to students with autism and students with learning disabilities](#) - [Self-Management to teach math to students with disabilities and students with emotional-behavior disorders](#) - [Self-Monitoring to Teach Reading Comprehension, Productivity, and Accuracy](#) - [Self-Regulated Strategy Development (SRSD) to Teach Math](#) - [SOLVE-IT to Teach Math](#) - [Structured Inquiry to teach science to students with disabilities](#) - [Supplemental Materials to teach history content to students with disabilities and students with learning disabilities](#) - [*TouchMath* to teach math to students with disabilities](#) - [TRAVEL Mnemonic to Teach Reading Comprehension](#) - [Visual Displays to Teach Information Recall and Reading Comprehension](#) - [Word Mapping to Teach Vocabulary](#)

	Employment	- **Predictors of Postsecondary Employment**
		  - [Inclusion in General Education](#)
		  - [Occupational Courses](#)
		  - [Paid Employment/ Work Experience](#)
		  - [Vocational or Career & Technical Education](#)
		  - [Work Study](#)
		- **Student-focused Planning Practices**
		  - [*Check and Connect* to promote student participation in the IEP Meeting for students with emotional-behavior disorders](#)
		  - [Published Curricula to teach student involvement in the IEP to students with autism, emotional-behavior disorders, intellectual disabilities, learning disabilities, or other health impairments](#)

		▪ *Self-Advocacy Strategy* to teach student involvement in the IEP meeting to students with disabilities and students with learning disabilities ▪ *Self-Directed IEP* to teach student involvement in the IEP meeting for students with intellectual disabilities and students with learning disabilities ▪ **Student Development Practices** ▪ Community Based Instruction to teach communication skills to students with disabilities ▪ Computer-Assisted Instruction to teach job specific skills to students with intellectual disabilities ▪ Constant Time Delay to teach job specific skills to students with intellectual disabilities ▪ Response Prompting to teach employment skills to students with disabilities and students with intellectual disabilities ▪ *Self-Determined Learning Model of Instruction* to teach goal attainment to students with autism and students with learning disabilities ▪ Self-Management to teach job specific skills ▪ Simulation to teach social skills to students with disabilities ▪ System of Least-to-Most Prompts to teach job specific skills to students with intellectual disabilities ▪ **Vocational Rehabilitation Collaborative Practices** ▪ Counseling and the Working Alliance between Counselor and Consumer ▪ Interagency Collaboration ▪ **Vocational Rehabilitation Employment Practices** ▪ Supported Employment ▪ **Vocational Rehabilitation Professional Training Practices** ▪ Counselor Education ▪ **Vocational Rehabilitation Service Delivery Practices** ▪ Services to a Targeted Group
	Independent Living	▪ **Predictors of Postsecondary Independent Living** ▪ Inclusion in General Education ▪ Self-care/ Independent Living Skills ▪ **Student-focused Planning Practices** ▪ Check and Connect to promote student participation in the IEP Meeting for students with emotional-behavior disorders

		▪ [Published curricula to teach student involvement in the IEP to students with autism, emotional-behavior disorders, intellectual disabilities, learning disabilities, or other health impairments](#) ▪ [Self-Advocacy Strategy to teach student involvement in the IEP meeting to students with disabilities and students with learning disabilities](#) ▪ [Self-Directed IEP to teach student involvement in the IEP meeting for students with intellectual disabilities and students with learning disabilities](#) ▪ **Student Development Practices** ▪ [Backward Chaining to teach functional life skills to students with intellectual disabilities](#) ▪ [Community Based Instruction to teach banking to students with intellectual disabilities](#) ▪ [Community Based Instruction to teach community integration skills to students with intellectual disabilities](#) ▪ [Community Based Instruction to teach purchasing skills to students with disabilities and students with intellectual disabilities](#) ▪ [Community Based Instruction to teach safety skills to students with intellectual disabilities](#) ▪ [Computer-assisted Instruction to teach food preparation skills to students with intellectual disabilities](#) ▪ [Computer-Assisted Instruction to teach grocery shopping skills to students with intellectual disabilities](#) ▪ [Constant Time Delay to teach banking to students with intellectual disabilities](#) ▪ [Constant Time Delay to teach functional skills to students with intellectual disabilities](#) ▪ [Constant Time Delay to teach leisure skills to students with disabilities and students with intellectual disabilities](#) ▪ [Forward Chaining to teach functional skills to students with intellectual disabilities](#) ▪ [One-More-Than Strategy to teach money counting to students with intellectual disabilities](#) ▪ [One-More-Than Strategy to teach purchasing skills to students with disabilities and students with intellectual disabilities](#) ▪ [Progressive Time Delay to teach functional life skills to students with disabilities and students with intellectual disabilities](#) ▪ [Progress Time Delay to teach purchasing skills to students with disabilities and students with intellectual disabilities](#) ▪ [Progressive Time Delay to teach safety skills to students with intellectual disabilities](#) ▪ [Response Prompting to teach food preparation skills to students with intellectual disabilities](#)

		- Response prompting to teach grocery shopping skills - Response Prompting to teach laundry tasks to students with disabilities and students with intellectual disabilities - Response Prompting to teach leisure skills to students with disabilities - Response prompting to teach purchasing skills - Response Prompting to teach social skills to students with disabilities, students with autism, and students with intellectual disabilities - Self-Determined Learning Model of Instruction to teach goal attainment to students with autism and students with learning disabilities - Self-Management to teach social skills to students with disabilities - Self-Monitoring to teach functional life skills to students with disabilities - Simulations to teach banking skills to students with intellectual disabilities - Simultaneous Prompting to teach functional life skills to students with intellectual disabilities - System of Least-to-Most Prompts to teach communication skills to students with disabilities - System of Least-to-Most Prompts to teach grocery shopping skills to students with intellectual disabilities - System of least-to-most prompts to teach food preparation and cooking skills - System of Least to Most Prompts to teach functional life skills to students with intellectual disabilities - System of least-to-most prompts to teach purchasing skills - System of Least-to-Most Prompts to teach safety skills to students with intellectual disabilities - Using Least to Most Prompting to Teach Cleaning Appliances and Doing Laundry - Total Task Chaining to teach functional life skills to students with intellectual disabilities - Video Modeling to teach food preparation to students with disabilities and students with autism and students with intellectual disabilities - Video modeling to teach home maintenance skills to students with autism
Promising Practices P	Education	**Predictors of Postsecondary Education** - Career Awareness - High School Diploma - Interagency Collaboration - Parent Expectations - Self-Advocacy/ Self-Determination - Self-Care/ Independent Living Skills

| | | Social Skills Student Support
School Completion Practices 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** Computer-Assisted Instruction to teach participation in the IEP process for students with disabilities **Student Development Practices** Cover, Copy, Compare to teach math skills to students with disabilities Graduated Sequence of Instruction to teach math to students with disabilities and students with learning disabilities Graphic Organizers to teach math to students with disabilities Mnemonics to teach social studies vocabulary to students with disabilities Morphological Instruction to teach reading to students with disabilities Self-Regulated Strategy Development (SRSD) to Teach Math Simultaneous Prompting to teach math to students with intellectual disabilities Technology to teach reading comprehension to students with intellectual disabilities SOLVE-IT to Teach Math Take Action: making goals happen curriculum to teach goal-setting and attainment for students with disabilities |
| | Employment | **Predictors of Postsecondary Employment** Career Awareness Community Experiences High School Diploma 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 and Decision Making

- **Student-Focused Planning Practices**
  - Computer-Assisted Instruction to teach participation in the IEP process for students with disabilities

- **Student Development Practices**
  - Community Based Instruction to teach employment skills to students with intellectual disabilities
  - Extended of Career Planning Services to teach finance skills to students with disabilities
  - Mnemonics to teach completing a job application to students with learning disabilities
  - System of Least Prompts procedures with a Video Prompt to teach office tasks to students with intellectual disabilities
  - System of least-to-most prompts to teach job specific skills to students with intellectual disabilities
  - Video Modeling to teach interviewing skills to students with autism

- **Vocational Rehabilitation Organizational Practices**
  - Data Driven
  - Employer Relations Team
  - 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**
  - Acquired Brain Injury (ABI) Program
  - Career Exploration Services
  - Career Exploration to increase career search self-efficacy

		- Choose to Work (CTW) - Community Rehabilitation Program (CRP) Certification - DARSforce - Embedded Training Programs (ETP) - Empowerment and Customer Self-Concept - 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** - Agency Leadership - Organizational Culture - Increasing Visibility and Communication/Constituent Relations - 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
	Independent Living	**Predictors of Independent Living** - Paid Employment/ Work Experience - Social Skills - Student Support **Student-Focused Planning Practices** - Computer-Assisted Instruction to teach participation in the IEP process for students with disabilities - Person-Centered Planning to teach future expectations to students with disabilities

		▪ **Student Development Practices**
		   ▪ [Community Based Instruction to teach communication skills to students with deaf-blindness and intellectual disabilities](#)
		   ▪ [Community based instruction to teach grocery shopping skills](#)
		   ▪ [Constant Time Delay and SMART Board Technology to teach grocery store vocabulary to students with moderate intellectual disabilities](#)
		   ▪ [Constant Time Delay to teach First Aid skills to students with disabilities](#)
		   ▪ [Differential Reinforcement to teach task completion for students with disabilities](#)
		   ▪ [Extended of Career Planning Services to teach finance skills to students with disabilities](#)
		   ▪ [Forward Chaining to teach functional skills to students with intellectual disabilities](#)
		   ▪ [MultiMedia Social Stories to teach knowledge of adult outcomes to students with intellectual disabilities](#)
		   ▪ [One-More-Than Strategy to teach purchasing skills to students with autism and intellectual disabilities](#)
		   ▪ [Peer Directed Novel Question Training to teach conversation skills for students with autism](#)
		   ▪ [Peer Network Interventions to teach social engagement skills for students with autism spectrum disorder](#)
		   ▪ [Response Prompting to teach travel skills to students with moderate intellectual disabilities](#)
		   ▪ [Role Play to teach workplace social skills to students with moderate intellectual disabilities](#)
		   ▪ [Self-Management to teach social skills to students with emotional and behavior disorders and students with intellectual disabilities](#)
		   ▪ [Simultaneous Prompting and Constant Time Delay to teach Solitaire to students with disabilities](#)
		   ▪ [Simulated Instruction and Video Modeling to teach selecting a bus stop for students with moderate intellectual disabilities](#)
		   ▪ [Simulated Instruction to teach basic finance skills for students with autism spectrum disorder, with mild intellectual disabilities, with learning disabilities, and with other health impairments](#)
		   ▪ [Simultaneous Prompting to teach restaurant sight words to students with disabilities](#)
		   ▪ [System of Least Prompts to teach functional digital literacy skills to students with disabilities](#)
		   ▪ [The Self-Advocacy and Conflict Resolution Training to teach self-advocacy skills to students with disabilities and to students with learning disabilities](#)
		   ▪ [Using the Student-Directed Transition Planning Lessons to teach transition knowledge and self-efficacy skills](#)

| | | ▪ [Video Modeling to teach fine motor tasks to students with autism](#) |
| | | ▪ [Video Modeling to teach iPod and iPhone use to students with moderate intellectual disabilities](#) |