

Tiered Interventions and Evidence-Based Strategies for Improving Student Outcomes in High School

Strand 6-Transition
Research on Transition Strategies

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Transition Research Resources...

- Transition Research Institute, University of IL-Urbana www.ed.uiuc.edu/sped/tri/institute.html
- What Works Transition Research Synthesis www.nsttac.org/ebp/what_works.aspx
- NSTTAC Evidenced-Based Practices www.nsttac.org/ebp/ebp_main.aspx
- NCSET Publications www.ncset.org/publications/default.asp
- What Works Clearinghouse, IES <http://ies.ed.gov/ncee/wwc/>
- National High School Center (AIR) www.betterhighschools.org

Transition Research, Past and Present

- 1970's

- Functional Skills Training
- Work Skills
- Vocational Education
- Community Participation

- 1980's

- Postschool Outcome/Follow Along-Follow-up Studies
- Work Experience (Supported Employment)
- Self-Determination
- Interagency Collaboration
- Parent Involvement
- Inclusive Curricula
- Natural Supports

- 1990's

- Dropout Prevention and Intervention (C&C)
- Self-Determination
- Systems Change
- Student Involvement in IEPs (Person-Centered)
- Positive Behavioral Supports and Interventions
- Universal Design

- 2000's

- Curricular Designs and Instructional Practices
- Self-Determination
- Work Based Learning
- Secondary Education Academic Skills
- Student Engagement
- Behavior
- Postschool Outcomes
- Dropout

Challenges of Research on Transition...

- Broad contexts to address
- Multiple funding sources
- Transition is a shifting priority of agencies

Evidence-Based Practices Protocol: Postsecondary Transition

Practice	Description	Transition Strategies
Student Involvement in Planning	Establishing practices and environments that encourage the active participation of students with disabilities in educational decision-making, goal-setting instruction. This includes the student participation in IEP meetings, plans, progress monitoring, developing and using student-directed summary of performance, as well as in transition planning and implementation.	Person-centered planning strategies, self-directed IEP, student participation, student focused planning, student-directed learning, student involvement in transition planning, self-advocacy strategy, student-directed, McGill Action Planning Strategy (MAPS).
Self-Determination and Self-Advocacy	Teaching persons with disabilities the knowledge, skills, and abilities that facilitate goal-directed and self-directed behaviors and activities. Creating opportunities for students to learn and practice self-determination skills. Enabling students to effectively endorse their independence and choice making.	Self determined learning model, ARC's Self-Determination Scale, AIR Self-Determination Assessment, goal-determined, self-regulated learning, self-directed activity, self-advocacy strategy, choice making, decision making, autonomy, motivation strategy instruction, McGill Action Planning Strategy (MAPS).

Practice	Description	Transition Strategies
Career and Technical Education	Assisting students with disabilities to develop occupational and vocational skills or career and technical education skills, and understand the meaning, value, and demands of work. Services provided include, but are not limited to: Community-based vocational experiences, subcontract work, close supervision, vocational counseling, individual program planning and case management. Occupational and vocational goals are based on individual strengths, and interests can focus on the SCANS Competencies related to effective use of resources, interpersonal skills, information, systems, and technology.	Job skills training, vocation-technical training, career development, career technical education, vocational oriented curriculum, career and technical education (CTE), work readiness, career preparation, vocational skills, career development, career awareness, career assessment, occupational and vocational skill development, Secretary's Commission on Achieving Necessary Skills (SCANS) Competencies.
Functional and Daily Living Skills	Offering curriculum and development to individuals to assist them to function independently and assume more self-care and daily maintenance and routine responsibilities in inclusive environments including career and technical education, the community, or postsecondary school. Teaching students basic coping and self-help skills, adaptations, accommodations, and modifications for independent daily living skills.	Self-help skills , life skills training, everyday living skills, life skills, self-protection, community living, survival skills, activities of daily living.

Practice	Description	Transition Strategies
Paid Work Experience	Providing settings in which individuals participate in a self- or family-arranged structured employment experience in which employers, educators, family members, and student/client work collaboratively to ensure maintenance and generalization of specific skills associated with the position and general career skills like time management and interaction with coworkers and customers/clients. The student/client may continue in the paid experience upon the completion of secondary school as a means of transitioning from education to employment.	On-the-job training, employment, supervised employment, career development, career awareness, career exploration, career readiness, school-to-work, internships, transition assessment, situation assessment.
Social Skills	Teaching skills that enable persons with disabilities to be socially competent and emotionally mature. Enabling students to interact, collaborate, and communicate effectively and appropriately in social settings. Teaching students about responsibility, citizenship, and individual rights.	Social skill development, social competence, peer interaction, socioemotional competence, socioemotional development, adjustment.
Involvement in Inclusive Settings	Offering settings in which the student experiences interaction with non-disabled peers in the classroom and community settings. Experiences may be structured to accommodate the student's special needs, but students are also taught skills for adapting to general classroom and community environments. Students are effectively supported in settings aligned with Universal Design for Learning to acquire skills of the classroom's curriculum through effective accommodations, collaboration, and climate.	Community immersion, general education, inclusion, mainstreaming, least restrictive environment.

Future Research Challenges...

- College Readiness
- Access and Successful Completion of Postsecondary Education
- Academic Success
- Assessment (High Stakes Testing)
- Dropout Prevention
- Costs and Benefits