

Evidence-Based Practices Organized in the Taxonomy for Transition Programming

Student Focused Planning

Student Knowledge of Transition Planning Using *Whose Future Is It Anyway?*

Student Participation in the IEP Meeting:

- Using *Check and Connect*
- Using **Computer Assisted Instruction**
- Using the *Self-Advocacy Strategy*
- Using the *Self-Directed IEP*
- Using **Published Curricula**

Student Development

Academic Skills

- Using **Mnemonics** to Teach
- Using **Peer Assisted Instruction**
- Using **Self-Management Instruction**
- Using **Technology** to Teach
- Using **Visual Displays** to Teach:

Functional Life Skills

- Using **Backward Chaining**
- Using **Constant Time Delay**
- Using **Progressive Time Delay**
- Using **Self-Monitoring Instruction**
- Using a **System of Least to Most Prompts**
- Using a **System of Most to Least Prompts**
- Using **Total Task Chaining**

Banking Skills

- Using **Community Based Instruction**
- Using **Constant Time Delay**
- Using **Simulations**

Community Integration Skills Using **Community Based Instruction**

Food Preparation and Cooking Skills

- Using **Computer Assisted Instruction**
- Using **Constant Time Delay**

- Using **Response Prompting**
- Using **Video Modeling**
- Using a **System of Least to Most Prompts**

Grocery Shopping Skills

- Using **Computer Assisted Instruction**
- Using **Community Based Instruction** to Teach
- Using **Response Prompting**
- Using a **System of Least to Most Prompts**

Home Maintenance Skills

- Using **Forward Chaining**
- Using **Response Prompting**
- Using **Video Modeling** to Teach:

Laundry Tasks Using **Response Prompting**

Leisure Skills

- Using **Response Prompting**
- Using **Constant Time Delay** to Teach

Safety Skills

- Using **Community Based Instruction**
- Using **Progressive Time Delay** to Teach
- Using a **System of Least to Most Prompts**

Counting Money Using the **One More Than Strategy**

Increased Finance Skills Using an **Extension of Career Planning Services after Graduation**

Purchasing Skills

- Using **Community Based Instruction**
- Using the **One More Than Strategy**
- Using **Progressive Time Delay**
- Using **Response Prompting**
- Using **Simulations**
- Using a **System of Least to Most Prompts**

Self Determination Using *Whose Future Is It Anyway?*

Goal Attainment Using the *Self Determined Learning Model of Instruction*

Social Skills

- Using **Response Prompting**
- Using **Self-Management Instruction**
- Using **Simulations**

Communication Skills

- Using **Community Based Instruction**
- Using a **System of Least to Most Prompts**

Employment Skills

- Using **Community Based Instruction**
- Using **Response Prompting**

Job Specific Skills

- Using **Computer Assisted Instruction**
- Using **Constant Time Delay**
- Using **Self-Management Instruction**
- Using a **System of Least to Most Prompts**

Completing a Job Application Using Mnemonics

Family Involvement

Parent Involvement in the Transition Process Using Training Modules

Program Structures

Using ***Check and Connect*** to Promote:

- **Student Participation in the IEP Meeting**

Using **Community Based Instruction** to Teach:

- **Banking Skills**
- **Grocery Shopping Skills**
- **Community Integration Skills**
- **Purchasing Skills**
- **Safety Skills**
- **Communication Skills**
- **Employment Skills**

Using an **Extension of Career Planning Services after Graduation** to Promote:

- **Increased Finance Skills**