# Session One:

# Evidence Based Practices and the Instructional Process

# PowerPoint Notes, Slide Content and Alt Text

The following information includes the slide content, slide notes, and alt text for images on slides. PowerPoint slide notes are intended to enhance understanding of the information on the slide and can assist in facilitation of the content. However, not every slide requires notes in addition to the slide content. The identical slide note information below is also available in the notes section of the corresponding PowerPoint slideshow.

The information in the notes may assist the facilitator to:

1. Further explain the concepts on the slide
2. Prepare for and implement an activity
3. Offer additional information to the participants

## Slide 1: “What Works for Work”

Introduction to Evidence Based Transition Practices a*nd Predictors*

### Alt Text:

1. Man with Down Syndrome at Computer-

Man with Down Syndrome dressed in white shirt and tie in office working on computer

Slide Notes: In this session you will be become aware of the need to improve employment outcomes for individuals with disabilities. In addition, participants will be introduced to Evidence Based Practices (EBP) that have been associated with improved skill development for transition youth.

## Slide 2: “What Works for Work”

*Introduction to Evidence Based Transition Practices and Predictors*

This series of materials, resources and guidance documents was developed by the Lifespan Transitions Center at the Ohio Center for Autism and Low Incidence (OCALI) through the support of the Ohio Developmental Disabilities Council.

Project Staff includes: Chris Filler, Program Director of the Lifespan Transitions Center, Rachel McMahan Queen, PhD Outreach Director for the Center for Innovation in Transition and Employment and Madeline Rosenshein, OCALI Consultant.

## Slide 3: Evidence Based Transition Practices for Target Students to Improve Community Employment Outcomes

* Learn about EBP
* Hands on with EBP in team meetings
* Use in planning process for target student back in district
* Collect info about student
* Collect data, baseline, progress monitoring
* Use Task Analysis, prompts, reinforcement
* Combine EBP and student info to implement plan
* Write protocol for EBP
* Test protocol with student
* What about Fidelity?

### Alt Text:

1. Man with Downs Syndrome-

Man with Down Syndrome with coffee, dressed in shirt and tie working in office 'desk job’.

Slide Notes: This slide provides the learner with a very general overview of the process used in this series. It is intended to frame the learner’s understanding of how this series will unfold to build knowledge of processes, increase understanding of a variety of practices and access to resources.

## Slide 4: What are the emerging employment realities for your students?

* Centers for Medicare and Medicaid Services have directed states to move away from segregated services, including sheltered workshops. Priority is community.
* Subminimum wages for individuals with disabilities is less permitted and requires specialized counseling for the individual.
* Still Room for Improvement: In November 2021, Employment rates for individuals WITH a disability was [34.6% and 73.8%](https://www.dol.gov/agencies/odep/research-evaluation/statistics)) for individuals with NO disability

### Alt Text:

1. Sheltered Workshop-

Large brick building identified as a sheltered workshop

1. Protesters with signs in a parking lot-

Individuals with disabilities protesting subminimum wages at Goodwill

1. Women in a wheelchair-

Ms. Somoza has c.p., speaks at the Democratic National Convention on unfair wages for individuals with disabilities.

Slide Notes: Why do we care about employment for your students. Figures released June 21, 2017 show that the jobless rate for those with disabilities hit 10.5 percent , general pop unemployment rate is 4.6%.

Speaker Anastasia Somoza article in Disability Scoop while speaking at the Democratic National Convention.

<https://www.disabilityscoop.com/2016/07/28/democrats-republicans-subminimum/22548/>

Since July 26, 1990, when President George H.W. Bush signed the Americans with Disabilities Act, it has become a lot easier for people with disabilities to ride a bus, get into a building or use a computer. But advocates say employers’ perceptions have been slow to change.

While many physical barriers have fallen away, the workplace remains the next frontier. A movement is underway, for instance, to phase out sheltered workshops that segregate people with disabilities and pay subminimum wages in favor of integrating people into the larger workforce. Aug. 12, 2016 Disability Scoop

The changes were set in motion with the 2014 passage of the Workforce Innovation and Opportunity Act, an update to federal labor law, but officially took effect July 22, 2016

Under a law dating to the 1930s, employers can obtain special certificates from the U.S. Department of Labor allowing them to pay workers with disabilities less than the federal minimum of $7.25 per hour. To qualify for such work, the earning potential or productivity of individuals with disabilities must be impaired and their pay must be commensurate with rates paid other workers for similar jobs.

Now, however, employers with the so-called 14(c) certificates will still be able to pay lower wages, but their pool of potential employees is likely to shrink.

Existing employees earning subminimum wage as of July 22 can remain in their jobs but must receive career counseling and information about training opportunities once every six months during the first year and annually after that.

Meanwhile, the new law is designed to curtail the pipeline of young people with disabilities entering these types of work environments. Those age 24 or younger who don’t already have jobs earning less than minimum wage will not be able to start such employment without first showing that they have received transition services, pursued employment through vocational rehabilitation and have been provided information and referrals to other options in their area.

In cases where employers fail to ensure that workers meet the new requirements, the secretary of labor “may assess back pay and any other appropriate relief in the same manner as he would against any other employer who failed to pay the minimum wage,” according to a Labor Department bulletin about the rules.

In November 2021, Employment rates for individuals WITH a disability was [34.6% and 73.8%](https://www.dol.gov/agencies/odep/research-evaluation/statistics)) for individuals with NO disability retrieved on 12/18/21 from :https://www.dol.gov/agencies/odep/research-evaluation/statistics).

## Slide 5: 2014 Workforce Innovation and Opportunity Act, an update to federal labor law, but officially took effect end of July 2016

* Existing employees earning subminimum wage as of July 22, 2016 can remain in their jobs but must receive career counseling and information about training opportunities once every six months during the first year and annually after that.
* Those age 24 or younger who don’t already have jobs earning less than minimum wage will not be able to start such employment without first showing that they have received transition services, pursued employment through vocational rehabilitation and have been provided information and referrals to other options in their area.
* In cases where employers fail to ensure that workers meet the new requirements, the secretary of labor “may assess back pay and any other appropriate relief in the same manner as he would against any other employer who failed to pay the minimum wage,” according to a Labor Department bulletin about the rules.

## Slide 6: States with the Highest Employment Rate Among Disabled Workers

Reported February 2017: *Ohio 35.2%*

### Alt Text:

States with highest employment rates among disabled workers-

Bar graph showing 10 top states employment rate for individuals with disabilities employed. Measures all states in the U.S

**Alt Text Hyperlink:**

Article from Fortune entitled: “See How Your State Ranks In Employment Among Workers with Disabilities.”

<http://fortune.com/2017/02/28/disability-employment-rank/>

Slide Notes:

What occurs in middle and high school can make a difference to the success of post school employment. Teachers and others that support student during the school years can impact and improve the current outcomes. Use of evidence-based instructional practices, authentic work experiences, and parental support are all critical.

“See How Your State Ranks in Employment Among Workers with Disabilities”

<http://fortune.com/2017/02/28/disability-employment-rank/>

Wyoming 57% and lowest is West VA with 25.4%

## Slide 7: The IDEA of 2004 – Postschool Outcomes

* All schools should conduct follow-up of IEP graduates and dropouts at least once every six years (> 50,000 yearly)
* This evaluation should identify factors that promote post-school success and address these in school improvement efforts
* The following slides reflect this follow up data from the Ohio Longitudinal Transition Study (OLTS) data

Slide Notes: IDEA requires Longitudinal Studies of students following their exit from high school to evaluate the level of employment, education, and general engagement in adult life activities. This information should inform schools as to how well they are preparing students to be life-long learners, employees, and community members. This is Indicator 14.

## Slide 8: Ohio Longitudinal Transition Study (OLTS) Trends of entire population – 2010-2020

The chart shows that the Ohio Longitudinal Transition Study reflects a dip in employment rates for youth with disabilities from 2017-19 with a recovery in 2019-20

**Alt text-**

Line chart of trends in Post School outcomes of entire 2010-2020 population for OLTS

Slide Notes: The chart shows that the Ohio Longitudinal Transition Study reflects a slight decrease in both full and part time employment rates for youth with disabilities from 2010-2020

**Slide 9: OLTS: Post-School Education Outcomes**

The chart reflects that while many youth with disabilities planned to attend a 4-year college, many may have instead attended a 2-year college or had no post-secondary education.

**Alt text**

Bar chart. Shows outcomes of post-secondary education for 2010-2020 exiters. Both planned and actual.

## Slide 10: OLTS: Post-School Employment Outcomes

The chart reflects that many youth with disabilities planned to work fulltime or part time after graduating high school however, many did not actually work those hours. Few youth indicated they planned to work less than 20 hours/week or in sheltered employment, however some did report working in both.

**Alt text:**

Column Graph depicting the amount of youth with disabilities that planned to work fulltime, parttime or less than 20 hours and the actual outcomes a year later.

Slide Notes: The implication that many youths had a different vision for their employment future than the actual reality that occurred may indicate not only a lack of skill preparation, but a lack of planning in general. These youth and their teams may not have engaged in meaningful transition planning or may have begun later than was necessary.

## Slide 11: Employment Outcomes Planned vs. Actual

* Employment rates for students
  + SLD = 72.2
  + OHI = 67.8
  + ID = 55.9
  + Autism = 46.7
* Outcome: More expected to work than actually worked.
  + SLD: ~7.0% less worked
  + OHI: ~8.5% less worked
  + ID: ~25.5% less worked
  + Autism: ~21.0% less worked

**Alt text**

## A column graph showing planned work outcomes to actual work outcomes by disability of SLD, OHI, Autism and All Other Disabilities.

**Slide Notes:**

Across all disability categories, more youth planned to work than actually worked a year after leaving high school. The largest discrepancies between planned and actual were for those with Autism and Intellectual Disabilities.

## Slide 12: OLTS and Predictors of Post-School Success

OLTS surfaced several predictors for youth with disabilities

* Participation in General Education over 80% of day increased the likelihood of attending post-secondary education
* Successfully passing end-of-course or exit exams increases the likelihood of postschool employment
* Participation in career and technical education was associated with the likelihood of paid employment after graduation
* Students who were Black or African American were 1.3 times more likely than their peers who identify as White to enroll in 2- or 4- year colleges

## Slide 13: Disability Category and Employment Outcomes

A year after leaving high school, the percentage of students working 20 or more hours per week:

* SLD (69.6%)
* OHI (53.9%)
* ID (47.6%).
* Autism (46.1)
* Other (38.1)

Exiters with autism, other health impairment, and other disabilities were 60%, 10%, and 30% *less likely* to be competitively employed within the year since exiting school than students with SLD, respectively.

## Slide 14: Steps to Improve Outcomes

* How does a school-based team begin to improve post-secondary outcomes for youth with disabilities?
* How can educational programs be improved to prepare students for adult life?
* How does a team decide the best course of action for a student?

**Slide Notes:** This slide moves the learner into considering their own role in improving the outcomes. This slide moves to the next slide where the learner begins to consider their basis for decision making for students

## Slide 15: How Do You Make Decisions About Strategies, Supports and Services?

* Individual assessment
* A record of student success for improved outcomes
* Youth data collection and review
* Availability of service or program
* Strong/quality evidence of program success
* Reports from peers as effective
* Professional judgement
* Based on rigorous research designs
* Previous experience
* Parent request
* Guided by the pre-planned program design
* Other?

Slide Notes: Pose the question in the title and then click through each of these items quickly. Learners may respond generally or ask for a volunteer. The purpose of this slide is to have the learner begin to consider their personal practice of decision making and how often it includes the use of data and research evidence.

## Slide 16: So How Should We Decide?

* Your experience and expertise does matter!
* Respecting parents and team members’ opinions is part of the process
* Access to a well-respected program is helpful
* However, using *individualized assessment and interventions that are proven to work* is an important piece of the puzzle!

## Slide 17: Not every method works well (1)

### Alt Text:

Parent Request-

parent request plus available services equal if you are lucky it may be right.

Slide Notes: Click through slides 17-21 to just highlight that by using practices that reflect evidence, research and data the outcomes can improve.

## Slide 18: Not every method works well (2)

## Alt Text:

Available Service-

Available service plus preplanned programs equals risk of losing the individualization

### **Slide Notes:** Click through slides 17-21 to just highlight that by using practices that reflect evidence, research and data the outcomes can improve.

## Slide 19: Not every method works well (3)

### Alt Text:

Student Data-

student data plus available services equals could lead to some success

### **Slide Notes:** Click through slides 17-21 to just highlight that by using practices that reflect evidence, research and data the outcomes can improve.

## Slide 20: Not every method works well (4)

### Alt Text:

Professional experience-

professional experience plus student data equals better!

Slide Notes: Click through slides 17-21 to just highlight that by using practices that reflect evidence, research and data the outcomes can improve.

## Slide 21: Some Methods are More Likely to be Successful

### Alt Text:

1. Some methods are more likely to be successful-

Student data & Professional experience plus research Evidence Based Practices and Predictors equals data-based decisions.

1. Help frame decision making process-

Data based decisions plus individualized programs and partnerships equals increased community employment and participation.

### **Slide Notes:** Click through slides 17-21 to just highlight that by using practices that reflect evidence, research and data the outcomes can improve.

## Slide 22: Evidence Based ‘Practices’ and ‘Predictors’ (EBP&P)

Practices

* Specific methods used to *successfully* tech or instruct specific skills/knowledge
* Under specific conditions
* To a defined group
* Proven with Research

Predictors

* Activities, experiences, course of study, conditions
* Provided in the school years
* Correlates with improved post-school outcomes in education, employment, and/or independent living
* Proven with Research

Slide Notes: This slide introduces and defines Evidence Based Practices and Predictors. While these terms are closely related, there is some difference. Predictors reflect what youth will engage in that research has shown improves the outcomes in adult life…including employment. Practices reflect the way that youth are taught and supported. How the team members teach and instruct the youth in those activities reflected in the Predictors. This series focuses primarily on the Practices.

## Slide 23: Evidence Based *Practices*

Handout #1: Evidence Based Practices for Transition Youth

**Alt Text:**

Evidence Based Practices for Transition Youth cover page-

Employment First Realizing Employment for Youth.

File is available for download.

## Slide 24: Evidence Based Practice

* … “the conscientious, explicit and judicious use of current best evidence in making decisions about the care of the individual patient. It means individual clinical expertise with the best available external clinical evidence from systematic research.” (Sackett D, 1996)
* … a teaching method used to teach a specific skill that has been shown to be effective based on high-quality research
* … is defined as an instructional strategy, intervention, or teaching program that has resulted in consistent positive results when experimentally tested (Mesibov & Shea, 2011; Simpson, 2005)
* …are programs shown to be effective through rigorous research
* …an approach, framework, collection of ideas or concepts, adopted principles and strategies supported by research

Slide Notes: Definitions of Evidence Based Practice. Consider all these various ways that EBP have been defined. What are the common threads and frequent concepts reflected in these phrases? What stands out. Have the group shout out what they recognize and then summarize their thoughts and other ideas with slide 25.

## Slide 25: Key Words

*Shown to be effective…by research…conscientious use of current best evidence making decisions…resulted in consistent, positive results…supported by research…effective in helping students learn specific skills*.

Slide Notes: These are the key words and phrases pulled from the previous slide. Review quickly to emphasize that the practices that will be covered are powerful and have a research base.

## Slide 26: EBP, Research, and Populations

* No general conclusions should be drawn about the validity of the Evidence Based Practice for populations other than the ones cited in the research
* Researchers indicate that additional research needs to be conducted with other populations in other settings
* *However*, a practice selected for a youth:
  + because the practice matches the youth’s learning style
  + is validly implemented
  + is supported by individual youth data

is likely still ‘evidence based’ for that youth

Slide Notes: The importance of this slide is to recognize that research studies are focused on situations with well-defined specific conditions. Generally, the group or population involved in the study is also well-defined. Therefore, the outcomes of the study are only assigned to the population used. Of course, this does NOT mean that a practice would not also be effective with a population outside of the study, however, it cannot be assumed. Therefore, individual data must be collected and reviewed as the EBP is implemented to determine effectiveness.

## Slide 27: NTACT:C Website

### The National Technical Assistance Center on Transition: The Collaborative (NTACT:C) provides multiple resources and information regarding Evidence Based Practices. This information was one source used to develop the Ohio Employment First Evidence Based Practices Tool.

### Alt Text:

Screen Shot of NTACT website with hyperlink

Slide Notes: Click on image to go directly to NTACT link. May wish to ask learners if they are familiar with this site. If so, how do they use it? If not, recommend that the user explore the site.

## Slide 28: NTACT:C Effective Practices in Secondary Transition

### Alt Text:

### Screen Shot of the document Effective Practices in Secondary Transition: Operational Definitions

### **Slide Notes:**

### This PDF document from NTACT:C is available for download [here](https://transitionta.org/wp-content/uploads/docs/Description-of-EBPs_2020_02-02.pdf)

### Create a free NTACT account to access additional information about the latest evidence based, research based, and promising practices in the area of transition.

## Slide 29: National Professional Development Center on Autism

### Alt Text:

Screen Shot of website

National Professional Development Center on Autism website landing page about Evidence Based Practices. Alt Text [hyperlink](https://autismpdc.fpg.unc.edu/evidence-based-practices).

Slide Notes: Additional Evidence Based practices were identified by the National Professional Development Center on Autism (NPDC). Many were the same practices as those identified by NTACT (previous slide). Some of those practices that were identified as evidence based for transition youth and adults were included in this series. Encourage learners to explore this website as well as the NTACT website to identify those practices that appear in both locations. The website for the NPDC is [here](https://autismpdc.fpg.unc.edu/evidence-based-practices). Screenshot on slide is hyperlinked to the site

## Slide 30: Frequently Identified EBP

The National Professional Development Center on Autism (NPDC on Autism) and the National Technical Assistance Center on Transition (NTACT) highlight many of the same EBP. Some are included in this series.

* Video Modeling
* Prompting
* Scripting
* Self-Management
* Social Skills Training
* Computer Aided Instruction
* Visual Supports

**Slide Notes:** Note that in some cases the specific name used by NTACT documents may not be the identical match to the title of the EBP in this series. However, the descriptions of the EBP are similar and include the same critical components.

## Slide 31: Review of Ohio Employment First Evidence Based Practices for Transition Youth Tool

Review Handout #1: Evidence Based Practices for Transition Youth

### Alt Text:

Cover of Evidence Based Practices document-

Employment First. Realizing employment for youth document available for download at

[**Ohio Employment First**](https://ohioemploymentfirst.org/view.php?nav_id=454)

Slide Notes: Download this handout from the What Works for Work session one web page. Or click on the image of the document cover to go to the [**Ohio Employment First**](https://ohioemploymentfirst.org/view.php?nav_id=454) webpage where the document may be downloaded. If the facilitator is making hard copies available, please distribute at this point in the session.

## Slide 32: Evidence Based Practices

### Alt Text:

Evidence Based Practices list-

List of Evidence Based Practices List in vertical order.

**Detailed Description:** Colorful list of all Evidence Based Practices in list form in sequential order 1-11,

1.Chaining

2.Community-based instruction

3.Computer assisted instruction

4.Mnemonics

5.Self-monitoring and self-management

6. Video modeling

7. Prompting

8. Self-advocacy and self-determination

9. Visual supports

10. Mobile technology

11. Simulation

Slide Notes: This colorful list of all Evidence based Practices is from the document that was highlighted in the previous slide. These will be the practices that will be the focus of this series.

Potential Discussion for the group: “Which of these practices do you use? Are there certain practices that they use more often, less often? Which ones are they least familiar with?” This discussion allows the facilitator to get a sense if the content may need to be reviewed carefully or if there are certain elements that could be presented as more of a group discussion.

## Slide 33: Template for EBP Tool

* Each evidence based practice (EBP) included in the tool is organized using the same template
  + Two pages for each EBP
  + Large Book on each page with the name of the EBP – Brief definition of the EBP on each page
  + Page one: Overview of the EBP and Team Discussion Questions
  + Page two: Examples of how to use the EBP and Resource Links

Slide Notes: Have the group scan the booklet while describing the template

## Slide 34: Chaining Strategies

### Alt Text

1. Page 5 of the Chaining Strategies in the Evidence Based Practices document -

Vocabulary and team discussion questions are given on this page. File is available for download.

1. Page 6 of the Chaining Strategies in the Evidence Based Practices document-

Examples of How to use chaining strategies as well as links listed here. Download file for further content knowledge.

Slide Notes: Images of a few pages of the booklet to help with the review of the booklet and the format.

## Slide 35: Video Modeling

### Alt Text

1. Page 15 Video Modeling in the Evidence Based Practices Document-

Vocabulary and team discussion questions are given on this page. File is available for download.

1. Page 16 of Video Modeling in the Evidence Based Practices Document-

Examples of How to use video modeling as well as links listed here. Download file for further content knowledge.

Slide Notes: Images of a few pages of the booklet to help with the review of the booklet and the format.

## Slide 36: Self-Monitoring & Self-Management

### Alt Text

1. Page 13 of the Self-Monitoring/Self-Management -

Vocabulary and team discussion questions are given on this page. File is available for download.

1. Page 14 of the Self-Monitoring/Self-Management Interventions-

Examples of How to use Self-Monitoring/Self-Management & links listed here. Download file for further content knowledge.

Slide Notes: Images of a few pages of the booklet to help with the review of the booklet and the format

## Slide 37: *Your Turn*: Explore the Practices

### Alt Text:

Cover of Evidence Based Practices Document-

Employment First. Realizing Employment for Youth Document, available for download.

Slide Notes: This is the divider slide indicating that it is time for a group to explore the practices

## Slide 38: Explore the practices: *Group Activity*

Write on the Flip Chart:

1. Define your assigned practice in one or two sentences.
2. Summarize what you found at two web sites or resources for each practice.
3. Have you used this, seen it used? Give an example.

### Alt Text:

Evidence Based Practices list-

List of Evidence Based Practices List in vertical order.

**Detailed Description:** Colorful list of all Evidence Based Practices in

sequential order 1-11,

1.Chaining

2.Community-based instruction

3.Computer assisted instruction

4.Mnemonics

5.Self-monitoring and self-management

6. Video modeling

7. Prompting

8. Self-advocacy and self-determination

9. Visual supports

10. Mobile technology

11. Simulation

Slide Notes: This activity should take approximately 30 minutes.

1. Give each team specific practices to review from the document. For example self-directed IEP, self-determination, video modeling, computer assisted instruction, mobile technology.
2. Ask each team to write on a flip chart the directions on this slide. A spokesperson from each team can then report on their findings and example. Alternatively, a spokesperson from each group can be part of a Gallery Walk and use flip chart notes to talk about their findings.
3. Groups will rotate to each “station”. Facilitators will call time—about 5 minutes to get groups to move to another station and hear that report on the practice.

4. When answering #3, “Have you used this practice or seen it used?”, ask the group to name a specific skill that is taught when using the practice. Example--For self-determination choice-making might be a specific skill used to teach this practice.

## Slide 39: Transition Review Tool

Transition Review Tool is available on pages 27-33 of the Evidence Based Practices booklet. This tool assists the user to better select the appropriate practices for an individual youth.

### Alt Text:

Evidence Based Practices

Cover Page of Evidence Based Practices for Transition Youth.

Slide Notes: Learners may wish to look over the review tool found on pages 27- 33. No specific activity is assigned to this slide or section.

## Slide 40: How to Use the Review Tool

1. Understanding the Practices. Review the information in the *Employment First Evidence Based Practices Transition Review Tool*.
2. Select a rating or action for each of the practices in relation to the specific student.
   * “Yes. Included and Individualized.” *This means that the practice is being used and the student data indicates that the implementation is effective*. *Current implementation continues as planned*.
   * “Needs Revising or Needs More Information.” *This means that the student data indicates a need for review and revision of the practice and implementation*. *Or the team needs more information about the practice or implementation in order to determine an action*.

### Alt Text:

Review tool

This tool allows the user to select the rating or action for each of the practices in relation to the specific student.

Slide Notes: This tool allows the user to select the rating or action for each of the practices in relation to the specific student.

The ratings included are:

* Yes. The practice is included in the student plan and individualized for the student
* Needs REVISING or Need MORE INFORMATION. Student data indicates a need for revision of the practice OR the team needs more information in order to determine an action.

## Slide 41: How to Use the Review Tool

* + “Consider Adding to Plan.” *This means that the team review of the practices and the youth’s plan and profile indicate the likelihood that this practice would be useful to teach skills and knowledge important for future success*. *The team would like to add this to the youth’s plan*.
  + “Not a priority strategy to include at this time.” *This means that the team review of the practices and the youth’s learning profile and plan indicate that this practice would not be as effective as other practices or strategies. The team does not recommend implementation at this time*.

### Alt Text:

### Transition Review Tool

### This tool allows the user to select the rating or action for each of the practices in relation to the specific student.

Slide Notes: This tool allows the user to select the rating or action for each of the practices in relation to the specific student.

The ratings included are:

* Consider adding to plan. Data indicates this practice would be beneficial to add this to the youth’s plan.
* Not a priority strategy to include at this time. The team does not recommend implementation of this practice at this time.

## Slide 42: Summary Worksheet

**This final page in the document is helpful for organizing ideas, gathering new information, revising the current plan, and adding new strategies that reflect Evidence Based Practices to the youth’s plan.**

* What EBP did you find?
* What EBP need to be revised and refined?
* What EBP do you want to know more about?
* What EBP need to be added to the plan?
* How will we assess effectiveness of the EBP for this student?

### Alt Text:

Transition plan review tool of Evidence Based Practices-

Worksheet with 6 sections filled in specific to student's IEP. File is available for download in the session 1 file.

Slide Notes: This is a basic planning tool for using the practices with students. In future sessions, there will be opportunities to learn about a more detailed planning method that addresses assessment, PINS information, task analysis, baseline data and progress monitoring.

## Slide 43: Certificate of Completion

* Please take a few minutes to complete a short [eight-question survey.](https://www.surveymonkey.com/r/C5RXDVV)
* Response to the survey with 75% accuracy allows the learner to download a certificate of completion for the session.