*West Virginia Evidence-Based Practices in ESSA and IDEA*

# Resource Bank

WV GUIDEPOSTS to GRADUATION and beyond

*July 2025*

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**2025-2026**

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# Resource Bank

## Introduction

The Evidence-Based Practices in Secondary Transition Resource Bank (EBP Resource Bank) is a product of the West Virginia Department of Education Guidepost to Graduation (WVGtG) Team. The purpose of this resource bank is to provide information and resources to Local Educational Agencies (LEAs) across the state of West Virginia related to the implementation of evidence-based practices to improve graduation and dropout outcomes.

The evidence-based practices (EBPs) highlighted in this resource are based on a variety of publicly available research sources that synthesize key findings. The resources provided in this document have been compiled from a variety of reliable sources including national technical assistance centers, universities, and departments of education. These organizations are described, and website links are provided in Appendix A of this document. It is important to note that the resources provided in this resource bank are not endorsed by the West Virginia Department of Education but have been compiled as examples for local educational agencies to reference in their work to improve graduation outcomes for students with disabilities.

Evidence-based practices are specific interventions to teach skills to secondary students with disabilities and are based on the results of intervention research. The evidence-based practices identified have been evaluated regarding the amount, type, and quality of the research conducted and are labeled as:

- ESSA Tier 1 – Strong Evidence;
- ESSA Tier 2 – Moderate Evidence;
- ESSA Tier 3 – Promising Evidence; and
- ESSA Tier 4 – Demonstrates a rationale.

These designations indicate confidence in the likely effectiveness of the intervention when implemented as defined and recommended. Each of the evidence-based practices are described in Table 1 on the following page.

## Table 1. Description of Evidence-Based Practices

| *Evidence* | *Description* |
|---|---|
| ESSA Tier 1 | • Supported by one or more well-designed and well-implemented randomized control experimental studies<br>• Uses rigorous research designs<br>• Adheres to indicators of quality research |
| ESSA Tier 2 | • Supported by one or more well-designed and well-implemented quasi-experimental studies<br>• Uses rigorous research designs<br>• Adheres to indicators of quality research |
| ESSA Tier 3 | • Supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias) |
| ESSA Tier 4 | • Practices that have a well-defined logic model or theory of action<br>• Are supported by research<br>• Have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness |

### Organization and Format

This EBP Resource Bank is organized in alphabetical order under each Evidence type defined by ESSA and includes a description of the program or practice and related resources that LEAs can use to support the implementation of these practices in their site.

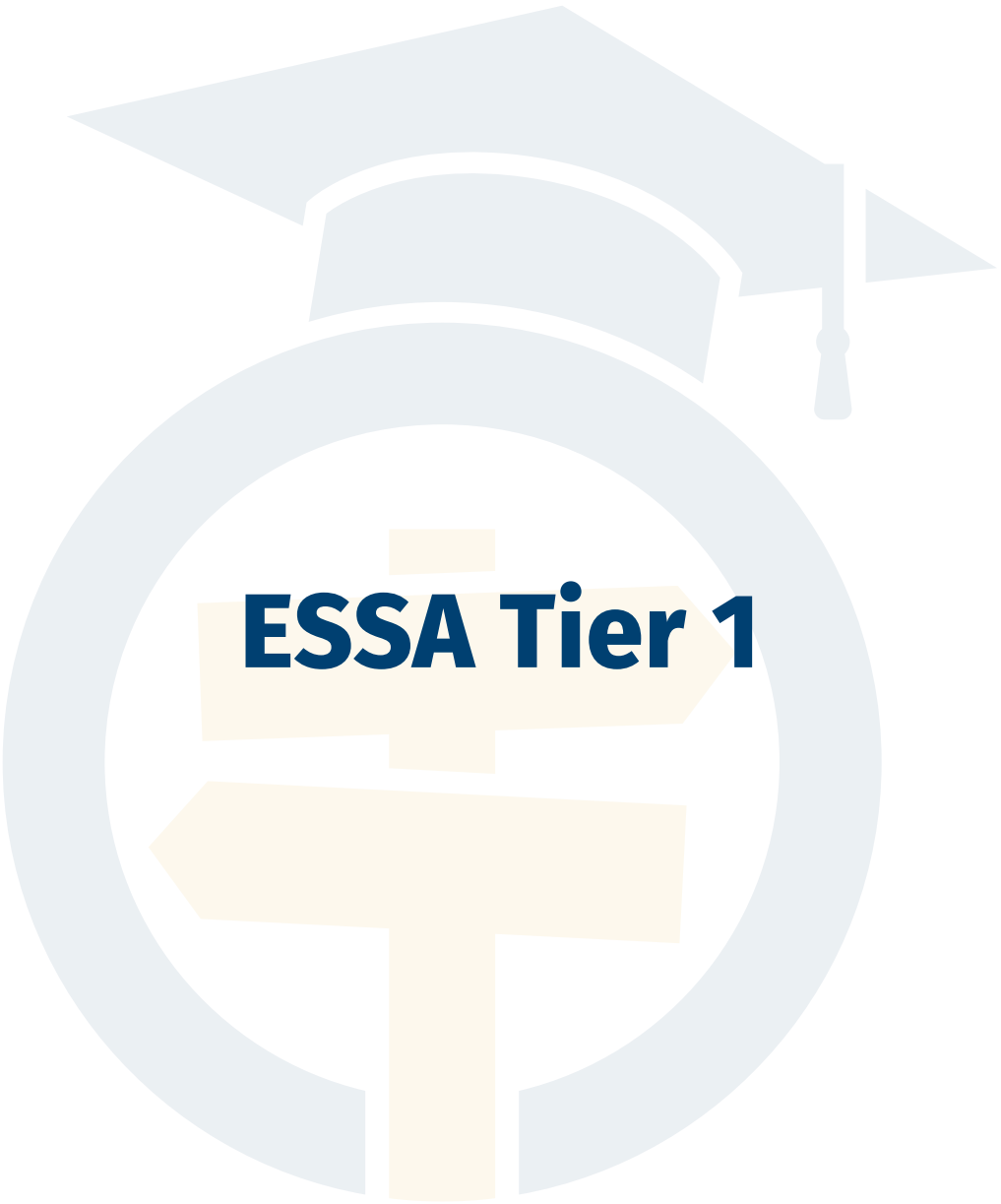
The Table of Contents lists the evidence-based practices and page numbers of the resources. If reading this document electronically, users can click on the name of the EBP within the Table of Contents and they will be directed to that section of this document.

The goal of the EBP Resource Bank is to offer West Virginia educators and educational leaders specific recommendations for strategies to increase graduation outcomes in secondary schools. The resources within this site will be continually updated as research evolves. If you have questions or resource recommendations, please contact ssip.wvde@k12.us.wv.

### Acronyms Used in this Resource Bank

Below is a list of common acronyms used throughout the document:

- **EBP –** evidence-based practices
- **ESSA –** Every Student Succeeds Act
- **DRS –** Department of Rehabilitation Services
- **IEP –** Individualized Education Program
- **IES –** Institute of Education Sciences
- **LEA –** Local Educational Agency
- **OSEP –** Office of Special Education Programs
- **USDE –** United States Department of Education
- **VR –** Vocational Rehabilitation
- **WVBE –** West Virginia Board of Education
- **WVDE –** West Virginia Department of Education
- **WVGtG –** West Virginia Guideposts to Graduation
- **WVPTI –** West Virginia Parent Training and Information, Inc.



# ESSA Tier 1

## Building Assets-Reducing Risks (BARR) Program

**Evidence: ESSA Tier 1**

BARR (Building Assets, Reducing Risks) is a proven model that improves the education system predicated on two pillars – relationships and data. It is designed to create strong schools and communities by empowering students, teachers, and families with data, so that schools can re-align existing resources to nurture a unified and personalized culture of support and success for every student, both inside and outside of the classroom.

**BARR Related Resources**

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| BARR Center Website | The BARR Center is a strengths-based educational model that provides schools with a comprehensive approach to meeting the academic, social, and emotional needs of all students through the power of data and relationships. This website provides information about training and coaching packages, research, resources, and podcasts. | *BARR Center Website* |
| BARR Model Handout | This BARR Model Handout, developed by the BARR Center, provides an overview of the BARR model including the research and impact of the program. | *BARR Model Handout* |
| BARR Administrator's Toolkit | This BARR Administrator's Toolkit, developed by the BARR Center, provides administrators with a variety of activities and resources to enhance relationships and collaboration across a school. | *Enhancing Relationships and Morale: Toolkit for Administrators* |

## Computer Assisted Instruction

**Evidence: ESSA Tier 1**

Computer-assisted instruction (CIA) is the use of a computer or other similar technology with the intention of improving students' skills, knowledge or academic performance. This strategy offers an interactive format that can provide examples and feedback to students, while including multiple components such as graphics, photographs, audio, text and video.

**Computer Assisted Instruction Related Resources**

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| Article: Using Computer-Assisted Instruction to Teach Science Vocabulary to Students with Autism Spectrum Disorder and Intellectual Disability | This study published in Rural Special Education Quarterly investigated the use of computer assisted instruction intervention package to teach middle school students with autism spectrum disorder and intellectual disability. Results showed a functional relation between the number of correct responses made during sessions and introduction of the CAI intervention. Implications for practice and suggestions for future research are also discussed. Download the full-text PDF from Research Gate. No login is required. | *Using Computer-Assisted Instruction to Teach Science Vocabulary to Students With Autism Spectrum Disorder and Intellectual Disability* |

## Differential Reinforcement

**Evidence: ESSA Tier 1**

Differential Reinforcement is defined as reinforcing only those responses within a response class that meet a specific criterion along some dimension(s) (i.e., frequency, topography, duration, latency, or magnitude) and placing all other responses in the class on extinction (Cooper et al., 2007, p. 693).

### Differential Reinforcement Related Resources

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| IRIS Module: Section 8 Differential Reinforcement | This resource is a portion of an IRIS Center module on the topic of Differential Reinforcement. The module includes an overview of the strategy and steps for teachers to follow to implement Differential Reinforcement with their students. | *Differential Reinforcement of Alternative Behavior* |
| Differential Reinforcement Implementation Fidelity Checklist | This IRIS Center resource is an implementation fidelity checklist to monitor the effective implementation of Differential Reinforcement. | *Implementation Fidelity Checklist* |
| Differential Reinforcement of Alternative Behavior Information Brief | This information brief from the IRIS Center provides an overview of Differential Reinforcement and the steps educators can take to implement the strategy with their students. | *Information Brief: Differential Reinforcement of Alternative Behavior* |

## Dual Enrollment/Dual Credit

**Evidence: ESSA Tier 1**

Dual enrollment (DE) is one of many terms used to describe a program that allows high school students to take a college course and earn both high school and college credit. But access to college-level classes while in high school is not just about college credit. DE can also give students a jumpstart on learning about and preparing for careers. On average, dual enrollment has a positive impact on high school academics, high school graduation rates, college enrollment, college success, and college completion rates (USDE, September 2022).

### Dual Enrollment Related Resources

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| US Department of Education Blog | This blog published by the United States Department of Education explains what dual enrollment is, the related research, and key strategies to implement dual enrollment programs. | *USDE Blog: Dual Enrollment* |
| WVBE Policy 2510 Frequently Asked Questions | This frequently asked questions resource provides common questions and answers about WVBE Policy 2510 Assuring Quality of Education: Regulations for Education Programs. | *WVBE Policy 2510 Frequently Asked Questions* |

### Dual Enrollment Related Resources

| Resource | Description | Web Link |
|---|---|---|
| WVBE Approval of County Dual Credit Policy Template | This resource is an official request form for approval of county dual credit policy. All local policies must be submitted to the West Virginia Department of Education (WVDE) on or before June 1st of the current year so that dual credit may be awarded for the upcoming school year. Upon approval by the WVBE, the policy itself will not need to be resubmitted unless it changes. | *WVBE Approval of County Dual Credit Policy Template*<br><br>*(Scroll down to Templates on the WVDE Policy Page)* |

## EnvisionIT Curriculum

### Evidence: ESSA Tier 1

EnvisionIT is an online curriculum focused on informational technology that integrates instruction in reading, writing, and technology content for students at risk for and with disabilities (Rowe et al., 2021).

### EnvisionIT Related Resources

| Resource | Description | Web Link |
|---|---|---|
| EnVisionIT Curriculum Overview | EnvisionIT (EIT) is a free, evidence-based, standards-aligned, college and career readiness curriculum for 21st century students in middle and high school. EIT is a teacher-guided, digital curriculum for students with and without disabilities focused on helping students develop key literacy and career skills needed for the 21st century workplace. The publishers' site provides an overview of the curriculum and information about how to access the curriculum through different learning management systems. | *What is EnvisionIT?* |
| EnVisionIT Handout | This downloadable handout provides an overview of the Envision IT Curriculum including research, curriculum content, and step-by-step directions to access the free materials. | *A College and Career Readiness Curriculum for 21st Century Students* |

## Goal Setting

### Evidence: ESSA Tier 1

Goal setting is identified as a research-based predictor of post-school education. The effect size is large. An example of goal setting from the contributing study included having a primary transition goal of going to college in the transition plan (Wei et al., 2016).

### Goal Setting Related Resources

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| Indicator 13 Checklist NTACT:C | The NTACT:C Indicator 13 Checklist resource to identify how IEPs meet minimum compliance with Indicator 13, the transition requirements of the IEP. These checklists have been developed to provide professional development to transition personnel. A login is required to access this resource. | *Indicator 13 Checklists NTACT:C* |
| Best Practices in Planning for Transition Training Module | This Transition Coalition online training module is to provide a general working knowledge of the transition requirements of IDEA. You will also receive information and resources that help go beyond minimal requirements of IDEA. A login is required to access this resource. | *Best Practices in Planning for Transition Training Module NTACT:C* |

## Internships

### Evidence: ESSA Tier 1

Internships are formal arrangements (i.e., paid or unpaid) whereby a youth is assigned specific tasks in a workplace over a predetermined period of time (WIOA sec. 134(c)(2)(A)(xii)(VII)).

### Internships Related Resources

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| Understanding Internships | The website National Parent Center on Transition and Employment provides an overview of internships including the benefits and recommendations to help students find internships in their area. | *Understanding Internships National Parent Center on Transition and Employment* |
| Recruiting Students with Disabilities to Your Internship | This resource provides information on how to include people with disabilities in your workforce, expectations regarding accommodations, and a list of organizations for further information and assistance. | *Recruiting Students with Disabilities to Your Internship* |

## Proactive Attendance Intervention

### Evidence: ESSA Tier 1

If data shows high rates of absenteeism, take steps to help students, parents, and school staff understand the importance of attending school daily. Monitor the attendance of all students and proactively intervene when students show early signs of attendance problems (National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education, 2017).

### Proactive Attendance Intervention Related Resources

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| Attendance Self-Assessment Tools | Use these tools to gain a deeper understanding of what is and could be happening to improve attendance at a school or district. They are also excellent tools for laying the foundation for a team of key stakeholders to begin working together to reduce student absences. | *Attendance Self-Assessment Tools* |
| Student Attendance Success Plans | The Student Attendance Success Plan is designed to help parents track their children's attendance and work with teachers to set appropriate goals. Each Student Attendance Success Plan includes a calendar for the current school year. Plan templates can be found for early childhood through high school. | *Student Attendance Success Plans* |
| Attendance Messaging Resources | We know that partners across the community can help schools and parents reduce absenteeism, but what can they do and how can you convince them to join in? These handouts should help you persuade community partners to get started on the important work on improving school achievement by reducing chronic absence. | *Attendance Messaging Resources* |
| Attendance Works: Handout for Families | Parents want their children to do well in school, but many don't fully understand the connection between chronic absence and a student's academic achievement. These flyers can help build the families' understanding and habit of attendance. Flyers are available in multiple languages and information is included about customizing the handouts for your schools. | *Handout for Families* |
| Attendance Video Library | This video page is a compilation of Attendance Works videos related to chronic absenteeism that may be used in a variety of ways to communicate the importance of attendance. | *Attendance Video Library* |
| Spring Slump Attendance Resources | In the weeks before and after a school's spring break, drops in attendance are common. These resources from Attendance Works will help schools proactively address the Spring Slump including social media materials. | *Spring Attendance Slump Resources* |

## Self-Determined Learning Model of Instruction (SDLM)

### Evidence: ESSA Tier 1

The Self-Determined Learning Model of Instruction (SDLMI) is an instructional framework that teaches students to set goals, make a plan to achieve those goals, and monitor progress towards goals (i.e., engage in self-directed and self-regulated learning) (Lee et al., 2008; Raley et al., 2018; Shogren et al., 2018; Wehmeyer et al., 2012, 2013) (Rowe et al., 2021)).

### Self-Determined Learning Model of Instruction Related Resources

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| University of Kansas SDLMI Guide | This resource provides an overview of SDLMI and a free, downloadable teacher's guide. | *Self-Determined Learning Model of Instruction* |
| SDLMI: Promoting Implementation Fidelity Article | This study on the implementation of SDLMI was funded by the Institute of Education Sciences, Department of Education and led by the University of Kansas. The purpose of this paper is: (a) to describe a framework for conceptualizing fidelity of implementation factors that influence fidelity when evaluating a complex intervention like the SDLMI and (b) to present initial content validity and internal consistency of a new measure designed to assess specific aspects of fidelity of implementation of the SDLMI in general education classrooms. Implications and future directions for research in implementation science, special education, and self-determination interventions are described. | *The Self-Determined Learning Model of Instruction: Promoting Implementation Fidelity* |

# ESSA Tier 2

## Adult Advocate

### Evidence: ESSA Tier 2

A trained adult advocate can help these students by providing individualized support to meet their academic, personal, and emotional needs. An advocate is a student's "go-to person" for the resources and support needed to graduate, and typically provides these supports for the entire time a student is enrolled in the school, or, at a minimum, for a full school year. Advocates can be school staff or not employed by the school district such as graduation coaches, transition specialists, case managers, or Communities in Schools personnel. Advocates can identify unmet needs and provide or coordinate more intense, individualized support to help students get back on track for graduation.

### Adult Advocate Related Resources

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| Preventing Dropout in Secondary Schools (p. 20-27) | The Institute of Education Sciences (IES) publishes practice guides to provide educators with the best available evidence and expertise on current challenges in education. The goal of this practice guide is to offer educators specific, evidence-based recommendations that address the challenges of preventing dropout in secondary schools. Recommendation 2 includes assigning an adult advocate for students in need of intervention to graduate. Steps to implementing this recommendation are also shared along with potential barriers. | *Preventing Dropout in Secondary Schools* |
| West Virginia Communities in Schools | Communities in Schools (CIS) is a youth–serving and dropout prevention organization. The mission of CIS is to link community resources and provide direct services to help young people succeed, stay in school, and prepare for life. This resource provides an overview of the Communities in Schools model and West Virginia school and site coordinator information. | *West Virginia Communities in Schools* |

## College Entry Assistance

**Evidence: ESSA Tier 2**

Low-income and first-generation students often face challenges in completing the steps to college entry such as taking college admissions tests, searching for colleges, submitting college applications, and selecting a college. High schools should engage students in the college entry process, providing them hands-on assistance for each step. This includes activities to enhance students' ability to complete the college application process, assist in the college search, coordinating college visits and coursework in financial literacy as early as grade 9.

### College Entry Assistance Related Resources

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| College Search Resources | The U.S. Department of Education's college search tool, College Scorecard, is a way to find and compare colleges and career schools that may fit your needs. It provides data on college costs, graduation rates, post-college earnings, and other useful information to help you make the best decision about where to go to school, making the best use of your financial aid. | *College Scorecard* |
| Preparing for College Checklists | Federal Student Aid provides checklists with the steps you can take to help students and families chances of getting into—and being able to afford—the school of their choice. Resources include checklists for | *Preparing for College Checklists* |
| SAT and ACT | Many U.S. colleges require that students submit standardized test scores as part of their application packages. For most undergraduate programs, you'll have to take either the SAT® or the ACT® Test. | *College Board SAT*<br><br>*ACT* |
| Financial Aid Resources | Financial aid is money to help pay for college or career school. Grants, work-study, loans, and scholarships help make college or career school affordable. The StudentAid.gov site provides information about federal grants, loans, and work-study jobs and how they can help fund college expenses. | *Financial Aid Resources* |

## Parent Training in Transition

### Evidence: ESSA Tier 2

Parent training is instruction that occurs between educators or service providers and parents where parents study about a single topic or a small section of a broad topic for a given period of time (Rowe et al., 2021).

### Parent Training in Transition Related Resources

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| West Virginia Parent Training and Information Inc. | The West Virginia Parent Training and Information, Inc. (WVPTI) is a 501(c)(3) non-profit parent organization committed to improving the lives and education of ALL children through a special emphasis on children and youth with all disabilities and special healthcare needs. WVPTI serves parents and families of a child or youth from birth to age 26 with special needs and offers training content on transition. | *Support and Training WVPTI* |
| Using Parent Training to Promote Parent Knowledge of Transition Services | Parents were trained using different methods (face-to-face/ brochure, computer-aided instruction, and face-to-face) to increase their knowledge of transition requirements (writing goals, determining service, and agency supports) (Rowe & Test 2010; Young et al. 2016). | *Using Parent Training to Promote Parent Knowledge of Transition Services* |
| Paving the Way: Parent Tips for Supporting Success in High School and Beyond | This website provides information for parents of high school students featuring a wealth of practical tips and resources on:<br>• Communication and Teamwork<br>• Study Habits and Course Selection<br>• Celebration and Support<br>• Preparing for the Future | *Paving the Way: Parent Tips for Supporting Success in High School and Beyond* |
| Quick Wins: Engaging High School Parents | This WVDE resource provides five (5) strategies and quick wins for school administrators to encourage family engagement for secondary students. | *Quick Wins: Engaging High School Parents* |

## Peer Assisted Learning Strategies

**Evidence: ESSA Tier 2**

Peer tutoring is a widely researched practice across ages, grade levels, and subject areas. The intervention allows students to receive one-to-one assistance and promotes academic and social development for both the tutor and tutee. The strategy is supported by a strong research base (e.g., Calhoon, Al Otaiba, Cihak, King, & Avalos, 2007; Kunsch, Jitendra, & Sood, 2007; Vasquez & Slocum, 2012).

### Peer Assisted Learning Strategies (PALS) Related Resources

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| PALS: A Reading Strategy for High School | This IRIS module outlines the benefits of implementing PALS for high school, a peer tutoring strategy in which students work in pairs to strengthen their reading skills. Also included are step-by-step instructions for each of the three PALS activities as well as printable PALS materials. | *PALS: A Reading Strategy for High School* |

## Whose Future Is It Anyway? Curriculum

**Evidence: ESSA Tier 2**

Whose Future Is It? is a published curriculum that teaches students how to be involved in their IEP process (Rowe et al., 2019). Rocket Reader is a computer software program that allows students to navigate through the Whose Future Is It? book with read aloud and a playback option (Lee et al., 2011; Rowe et al., 2021).

### Whose Future Is It Anyway? Related Resources

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| Whose Future Is It Anyway? Curriculum | Whose Future Is It Anyway? helps prepare students for their IEP meetings and gain self-determination skills through six sections that contain 36 lesson sessions provided for free by the Zarrow Institute. The lesson package comes with a Coach's Guide (PDF) that outlines the lessons, how to teach them, the roles of the students and teachers, as well as expected outcomes. | *Whose Future Is It Anyway? 2nd Edition* |
| Whose Future is it Anyway? Curriculum - Attainment Company | The Attainment Company has published the Whose Future is it Anyway? Curriculum and materials start at $295 for the introductory kit. This curriculum will provide students with the opportunity to acquire skills to increase their self-awareness, problem-solving, decision-making, goal-setting, and small-group communication skills. | *Whose Future Is It?* |

# ESSA Tier 3/4

## Chaining

**Evidence: ESSA Tier 3/4**

Chaining Strategies are a way to teach youth to perform a sequence of tasks or steps. The job coach, teacher or trainer first analyzes the task to be performed, identifying each smaller step necessary to complete the task. This is known as 'task analysis.' The teacher or trainer then guides the youth to learn each step. The goal is to have the youth successfully/accurately complete the entire activity. Variations of the Chaining Strategy are Backwards Chaining, Forward Chaining, and Total Task Chaining. Prompting is used in conjunction with chaining to teach the individual skills.

### Chaining Related Resources

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| OCALI Chaining Professional Development | This OCALI professional development resources on chaining was created to improve practitioner's knowledge and skill of evidence-based practices. These free materials include a PowerPoint slide deck that provides the user with information about chaining and prompting. Additional handouts and links to resources are offered in each session. | *Focus on Chaining and Prompting- Evidence -Based Transition Practices* |
| Chaining Overview | This chaining overview resource, produced by the Kansas Technical Assistance System Network, includes a video overview of Forward and Backward Chaining and additional information and research about the practices. | *Chaining* |

## Constant Time Delay

**Evidence: ESSA Tier 3/4**

Constant time delay is a variation of time delay, a prompting procedure that uses variations in the time intervals between presentation of the natural stimulus and the response prompt. Time delay transfers stimulus control from a prompt to the natural stimulus by delaying the presentation of the prompt following the presentation of the natural stimulus. Constant time delay is implemented by presenting several trials using a 0-second delay between the presentation of the natural stimulus and the response prompt. The trials that follow the simultaneous prompt condition apply a fixed time delay (e.g., 3 seconds or 5 seconds; Cooper et al., 2007).

### Constant Time Delay Related Resources

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| Intervention Central: Constant Time Delay | This Intervention Central handout provides information related to Constant Time Delay in spelling, vocabulary, math, letters, and sight words. | *Flashcards with Constant Time Delay: Letters, Numbers, Sight Words, Math Facts, Vocabulary* |

## Direct Instruction of Main Idea

### Evidence: ESSA Tier 3/4

Explicit, carefully sequenced and scripted model of instruction that includes (a) an introduction/review to set the stage for learning, (b) modeling of the expected learning outcomes with clear explanations and examples, (c) guided practice, (d) closure of lesson highlighting content covered, (e) independent practice, and (f) evaluation (Coughlin, 2011; Stockard, 2011).

### Direct Instruction of Main Idea Related Resources

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| The Main Idea Strategy Article | This article introduces the Main Idea Strategy - a strategy to improve the performance of students with disabilities and students who perform poorly on reading comprehension tasks. The rationale, research background, and detailed implementation information are presented. | *The Main Idea Strategy: A Strategy to Improve Reading Comprehension Through Inferential Thinking* |
| IRIS Module: Collaborative Strategic Reading | This module from the IRIS Center, outlines Collaborative Strategic Reading (CSR), a strategy for helping students to improve their reading comprehension skills. In CSR, students work together in small groups to apply comprehension strategies as they read text from a content area, such as social studies or science (estimated time one hour). | *CSR: A Reading Comprehension Strategy* |

## Family Involvement

### Evidence: ESSA Tier 3/4

Through the years, research has consistently shown that the education of youth with disabilities becomes more effective when families have meaningful opportunities to participate in a youth's education in both school and home. This website offers various topics on how families can stay involved with their child's transition plan to ensure their child graduates.

### Family Involvement Related Resources

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| Family Engagement: Collaborating with Families of Students with Disabilities | This module from the IRIS Center addresses the importance of engaging the families of students with disabilities in their child's education. It highlights some of the key factors that affect these families and outlines evidence-based practices to build relationships and create opportunities for involvement. | *Family Engagement: Collaborating with Families of Students with Disabilities* |
| Harvard Introduction to Family Engagement Free, Self-Paced Course | In this six-week, free, self-paced course from Harvard University, participants will learn what family engagement is and why it matters to the success of students and schools. Participants will explore research linking family engagement to better educational outcomes and speak directly with researchers, educators, students, and families about promising practices in the field. | *Introduction to Family Engagement in Education* |
| Quick Wins: Engaging High School Parents | This WVDE resource provides five (5) strategies and quick wins for school administrators to encourage family engagement for secondary students. | *Quick Wins: Engaging High School Parents* |

## Interagency Collaboration

### Evidence: ESSA Tier 3/4

Interagency collaboration is "the process of agencies and families joining together for the purpose of interdependent problem solving that focuses on improving services to children and families" (Hodges, Nesman, & Hernandez, 1999, p.8.).

### Interagency Collaboration Related Resources

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| Effective Strategies to Build Collaborative Partnerships | This webinar provided by the Transition Coalition as part of NTACT:C, provides information regarding effective strategies and tools to build collaborative partnerships between Vocational Rehabilitation (VR) and schools to improve the coordination of services for students with disabilities. | *Effective Strategies to Build Collaborative Partnerships* |
| Interagency Collaboration: the Groundwork | In partnership with NTACT:C, the Transition Coalition provides this web-based module that includes information, videos, surveys, and interactive activities to help you build or strengthen your interagency team. A login is required to access this resource. | *Effective Practices Interagency Collaboration Training Topics* |
| Guide for Teachers/ Educators on Collaborating with Vocational Rehabilitation Services for Youth with Disabilities | This guide assists classroom level personnel in how to partner effectively with vocational rehabilitation professionals to serve students in transition. A login is required to access this resource. | *Guide for Teacher's/ Educators on Collaborating with VR Services NTACT:C* |
| NTACT:C CIRCLES: Teaming to Build Collaborative Partnerships | This NTACT:C webinar provides an overview of CIRCLES. CIRCLES is a multi-level model that includes interagency collaboration and teaming as key components to help ensure students are connected with the services and supports required to be successful in post-school life. This webinar provides an overview of each of the components of CIRCLES and requires an enrollment to access the training. A login is required to access this resource. | *CIRCLES: Interagency Collaboration* |
| A Better Path, A Better Future – Juvenile Reentry | These presentation materials, developed by a OSEP funded research project, illustrate how interagency collaboration and coordination services are essential in overcoming structural and procedural barriers that hinder youth with disabilities in making the transition from the juvenile justice facility to school and community. | *Better Path, A Better Future* |

## My Life Curriculum

### Evidence: ESSA Tier 3/4

Previously known as the Take Charge Curriculum, My Life is an integrated self-determination promotion approach that includes student coaching, mentorship, peer support, and parent support (Powers et al., 1998). The Take Charge Curriculum is a published curriculum that includes student coaching, mentorship, peer support, and parent support (Geenen et al., 2013; Powers et al., 2012; Rowe et al., 2021).

### My Life Curriculum Related Resources

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| The My Life Self-Determination Model (MLM) | The My Life Self-Determination Model (MLM) is an intensive youth coaching intervention to increase youth-directed engagement in transitional services and systems, including foster care, mental health, and post-secondary education out of Portland State University. This resource provides an overview of the model, associated costs, and contact information. | *The My Life for Transition-Aged Youth Program Model* |
| My Life for College | This coaching approach supports agencies or schools working with young people in foster care (or similar settings) who are pursuing or enrolled in college or postsecondary training. Originally tested with high school seniors in foster care facing mental health challenges (Better Futures), it is now used in Project FUTURES to support college freshmen and sophomores with foster care histories experiencing similar stressors. | *The Better Futures Program Models My Life–College* |

## Mentoring

### Evidence: ESSA Tier 3/4

A relationship between an older, more experienced adult and an unrelated, younger student to whom the adult provides ongoing guidance, instruction, and encouragement aimed at developing the competence and character of the student (Sowers et al., 2017).

### Mentoring Related Resources

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| Cultivating Leadership: Mentoring Youth with Disabilities | This publication addresses the benefits of mentoring and successful characteristics of a mentoring relationship. Mentoring relationships provides valuable support to young people, especially those with disabilities, by offering not only academic and career guidance, but also effective role models for leadership, interpersonal and problem-solving skills. | *Cultivating Leadership: Mentoring Youth with Disabilities U.S. Department of Labor* |
| Evidence-based Practices in Mentoring Students with Disabilities: Four Case Studies | This article describes and compares four distinct mentorship programs for students with disabilities. Each program is part of a larger set of initiatives designed to help students with disabilities experience success in STEM academic programs and careers. | *Evidence-based Practices in Mentoring Students with Disabilities: Four Case Studies* |

## Peer Networking Intervention

### Evidence: ESSA Tier 3/4

"Peer network interventions are individualized interventions that emphasize social connections beyond the classroom by establishing a cohesive social group that meets formally and informally across an entire semester or school year" (Hochman et al., 2015; p. 97).

### Peer Networking Intervention Related Resources

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| Peer Mentoring at Marshall University | The West Virginia Autism Training Center's (WV ATC) website provides information on how to apply to be a peer mentor for a student with a disability in West Virginia. | *WV ATC Peer Mentor* |
| TIES Center Peer Engagement Guides | The TIES Center produced short, practical implementation guides related to peer engagement. The guides also include forms or resources that can be used when implementing the practice. | *TIES Peer Engagement Practice Guides* |
| WVU Country Roads Program | The West Virginia University Country Roads is a program designed for individuals with Intellectual/Developmental Disabilities. Peer Mentors help support the students enrolled in the Country Roads program as they acclimate to college and life on campus. A Country Roads Peer Mentor will be a currently enrolled WVU student who volunteers and agrees to appropriately support the program and students. | *WVU Country Roads Program* |

## Person Centered Planning

### Evidence: ESSA Tier 3/4

Person-centered planning includes facilitated meetings and group training sessions for families with follow-up assistance for career exploration and plan implementation (Rowe et al., 2021).

### Person Centered Planning Related Resources

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| Secondary Transition: Student-Centered Transition Planning | This IRIS module will help users to better understand the benefits of student-centered transition planning, identify ways to involve students in collecting assessment information and developing goals, and be able to prepare students to actively participate in their own IEP meetings. | *Secondary Transition: Student-Centered Transition Planning* |

## Project SEARCH

### Evidence: ESSA Tier 3/4

Project SEARCH is a school-to-work transition model with rotating internships for a school year (Rowe et al., 2021; Wehman et al., 2014, 2017).

### Project Search Related Resources

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| Project SEARCH | Project SEARCH is a dedicated program focused on providing education and training to young adults with intellectual and developmental disabilities. This is accomplished through an innovative workforce and career development model that benefits the individual, workplace, and community. | *Project SEARCH* |

## Prompting

### Evidence: ESSA Tier 3/4

Prompting is the use of verbal, gestural, visual or physical assistance provided to learners to support them in acquiring or engaging in a targeted behavior or skill. When developing a prompting strategy, it is important to determine the type of prompt that matches the youth's learning preferences and styles.

### Prompting Related Resources

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| Using Prompts to Promote Skill Acquisition | This Evidence-Based Practices Fact Sheet from Virginia Commonwealth University Autism Center for Excellence reviews how prompts are used to gain independence. | *Using Prompts to Promote Skill Acquisition* |
| Autism Internet Modules (AIM) | These free AIM modules include content on both Prompting and Task Analysis (to assist the coach to develop a prompting process). You must set up an account to have access to the modules. | *Autism Internet Modules* |
| OCALI Professional Development on Chaining and Prompting | This professional development was developed by OCALI to improve practitioner's knowledge and skill of evidence-based practices. This session includes a PowerPoint slideshow that provides the user with information about Chaining and Prompting. Additional handouts or links to resources are offered in each session. | *Focus on Chaining and Prompting- Evidence-Based Transition Practices* |
| Severe Developmental Disabilities Course Enhancement Module | This CEEDAR Center resource will increase pre-service and in-service educators' understanding of and planning for the use of prompting to facilitate learning and improve educational outcomes for students with moderate to severe disabilities. | *Severe Developmental Disabilities Course Enhancement Module* |

## Self-Advocacy

### Evidence: ESSA Tier 3/4

Self-advocacy is knowing your rights and having the ability to effectively communicate your needs, interests and desires. Self-advocacy, one part of self-determination, is the ability to speak for yourself and seek what you need for your life. This includes risk-taking, negotiating, the ability to respond to conflict/criticism, and persistence to achieve your goals.

### Self-Advocacy Strategy Curriculum Related Resources

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| Using the Self-Advocacy Strategy to Teach Student Involvement in the IEP Practice Description | Self-advocacy Strategy (SAS) is a published self-determination curriculum (Van Reusen et al., 1994) designed to prepare students to participate in education or transition planning conferences (Hammer, 2004; Lancaster et al., 2002; Test & Neal, 2004; Van Reusen & Boss, 1994) (Rowe et al., 2021). This Practice Description, produced by NTACT:C, provides an overview of the Self-Advocacy Strategy to Teach Student Involvement in the IEP Process and a link to a site where users can purchase a copy of the curriculum for $20.00. | *Practice Description Using the Self-Advocacy Strategy to Teach Student Involvement in the IEP* |
| Self-Advocacy Online | This resource by the Research and Training Center on Community Living at The University of Minnesota provides a quick overview video of the information available on the website. The website includes videos of students with disabilities telling their stories about how they self-advocate for themselves, their experiences with the challenges and successes of self-advocacy, and numerous videos and information about locating advocacy groups, Employment First, Social Supporters, and decision-making. | *Self Advocacy Online* |
| ME! Lessons for Teaching Self-Awareness and Self-Advocacy | The ME! Lessons for Teaching Self-Awareness and Self-Advocacy curriculum by the Zarrow Institute consists of ten units developed for the purpose of teaching critical transition knowledge and skills to high school students with disabilities. Each unit begins with an overview of the unit's lessons and includes detailed step-by-step lesson plans, pencil-paper activities, discussion, and group activities. A student portfolio called the ME! Book is a major component of the curriculum, and each student creates and adds to their ME! Book as each unit is completed. | *ME! Lessons for Teaching Self-Awareness and Self-Advocacy* |

## Self Determination

### Evidence: ESSA Tier 3/4

Self-determination is believing you can control your own destiny. Self-determination is a combination of attitudes and abilities that lead people to set goals for themselves, and to take the initiative to reach these goals. It is about being in charge but is not necessarily the same thing as self-sufficiency or independence. It means making your own choices, learning to effectively solve problems, and taking control and responsibility for one's life. Practicing self-determination also means one experiences the consequences of making choices.

### Self-Determination Related Resources

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| NTACT:C Self-Determination Presentation Package | This presenter guide is a set of resources for conducting a 1-hour professional development on teaching self-determination to students with disabilities. The PowerPoint cannot be edited to maintain the accuracy of the resources. Facilitator notes for each slide are included and provide guidance on how to use the additional materials assembled for an effective 1-hour presentation. The resources include a PowerPoint slide deck, pre- and post-tests, and a session evaluation. A free login is required to access the resources. | *Self-Determination Presentation Package* |
| OCALI Professional Development on Self-Advocacy and Self-Determination | This professional development was developed by OCALI to improve practitioner's knowledge and skill of evidence-based practices. This session includes a PowerPoint slideshow that provides the user with information about self-advocacy and self-determination. Additional handouts or links to resources are offered in each session. | *Self-Advocacy and Self-Determination Evidence -Based Practices* |
| Supporting Teens and Young Adults on the Autism Spectrum Disorder: Setting and Pursuing Self-Determined Goals | This toolkit developed by the Vanderbilt Kennedy Center is designed to help people who support teens and young adults on the autism spectrum as they set and pursue self-determined goals. Teens and adults on the autism spectrum may also find this toolkit helpful. This toolkit may also be beneficial to people who support individuals with a range of disabilities. | *Setting and Pursuing Self-Determined Goals* |
| PACER Center Self-Determination Resources | The PACER Center provides an overview of self-determination and links to a variety of resources for parents related to self-determination. | *Self Determination National Parent Center on Transition and Employment* |

## Self-Directed IEP

### Evidence: ESSA Tier 3/4

The self-directed (SD) IEP lesson package includes four instructional units that focus on teaching students with disabilities to lead a meeting, report interests, report skills, and report options (e.g., Allen et al., 2001; Diegelmann & Test, 2018) (Rowe et al., 2021).

### Self-Directed IEP Related Resources

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| The Self-Directed IEP Lesson Package | The NTACT:C Self-Directed IEP lesson package is divided into four instructional units, including students leading meetings, reporting interests, reporting skills, and reporting options. It is a multimedia package designed to teach students the skills needed to manage their own IEP meetings. A free login is required to access this resource. | *Self-Directed IEP to Teach Student Involvement in the IEP Meeting - NTACT:C* |
| Zarrow Institute Self-Directed IEP | The Self-Directed IEP contains sequential lessons that typically take six to ten 45-minute sessions to teach. Lessons may be taught in a resource room, study skills class, or other settings. | *Self-Directed IEP* |

## Self-Management Instruction

**Evidence: ESSA Tier 3/4**

Also known as self-evaluation, self-management "requires that a person monitor, rate, and compare some aspect of his or her behavior to an external standard or criteria" (Reid et al., 2005, p. 363). Self-management has also been called: self-monitoring (n=5 studies), self-evaluation (n= 2 studies), self-instruction (n=2 studies), goal setting (n= 1 study), strategy instruction (n= 1 study). In addition, components can be combined (n=7 studies).

### Self-Management Instruction Related Resources

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| Self-Management Instruction to Teach Communication Skills, Vocational Tasks, and Social Skills | Self-Management Instruction to Teach Communication Skills, Vocational Tasks, and Social Skills reviews studies used to establish the evidence base for using self-management to teach social skills, vocational skills, and communication skills. The skills that were taught are listed. Lesson starters are provided for use. A free login is required to access this resource. | *Self-Management Instruction to Teach Communication Skills, Vocational Tasks, and Social Skills* |
| Self-Management Instruction to Teach Social Skills | Self-Management Instruction to Teach Communication Skills, Vocational Tasks, and Social Skills reviews studies used to establish the evidence base for using self-management to teach social skills, vocational skills, and communication skills. The skills that were taught are listed. Lesson starters are provided for use. A free login is required to access this resource. | *Self-Management Instruction to Teach Social Skills NTACT:C* |
| Self-Management Modules & Resources | The AFIRM model guides the learner through four lessons related to self-management. Participants will learn basic knowledge about self-management (SM) and apply SM in activity-based scenarios that promote real-world application. The SM module will take approximately 1.5 to 2 hours to complete and requires a free account to register for the module. | *Self-management AFIRM* |

## Self-Regulation

### Evidence: ESSA Tier 3/4

Self-regulation is defined as a procedure whereby a person observes his behavior systematically and records the occurrence or nonoccurrence of a target behavior (Cooper, Heron, & Heward, 2007). The procedure is also called self-monitoring and self-observation.

### Self-Monitoring Related Resources

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| IRIS Module: Section 4 - Self Monitoring | In Section 4 of this IRIS Module, self-monitoring is reviewed, and resources are provided including videos and activities. | *Self-Monitoring IRIS* |
| Intervention Central Self-Monitoring Tools | This 'How To' document from Intervention Central reviews how to teach students to change behaviors through self-monitoring. Student self-monitoring is an effective tool for behavior change. | *How To: Teach Students to Change Behaviors Through Self-Monitoring* |
| SOS: Helping Students Become Independent Learners | SOS is an online module that describes how teachers can help students stay on task by learning to regulate their behavior. The four strategies discussed are self-monitoring, self-instruction, goal-setting, and self-reinforcement. | *SOS: Helping Students Become Independent Learners* |

## Service Learning

### Evidence: ESSA Tier 3/4

Learning activity that integrates meaningful community service with classroom instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities (Dymond et al., 2014; Workforce Innovation Technical Assistance Center, 2016; Curtain & Garcia, 2011).

### Service Learning Related Resources

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| The Service Learning Training Toolbox | This revised version of The Training Toolbox from the Maryland State Department of Education contains the essential ingredients for success in all kinds of service-learning training. Effective service-learning training delivers the right information to the audience in the most easily understood fashion. The Training Toolbox offers flexibility for creating targeted professional development. | *The Training Toolbox: A Guide to Service-Learning Training* |

## Simulated Instruction

### Evidence: ESSA Tier 3/4

Simulation is defined as using materials and situations in the classroom that approximate the natural stimulus conditions and response topography. Instructional simulations are when students use a model of behavior to gain a better understanding of that behavior, they are doing a simulation. For example, when students are assigned roles as buyers and sellers of some goods and asked to strike deals to exchange the goods, they are learning about market behavior by simulating a market.

### Simulated Instruction Related Resources

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| West Virginia Department of Education Simulated Workplace | The West Virginia Department of Education has worked with committee experts from numerous businesses and industries throughout West Virginia to design Simulated Workplace. This new educational initiative has been created to assist schools in implementing workplace environmental protocols that align with West Virginia workforce requirements, including random drug testing, professionalism, attendance and safety. Simulated Workplace also encourages local business and industry experts to join onsite review teams to assist schools in meeting their workforce needs and expectations. | *Simulated Workplace WVDE* |
| What Are Instructional Simulations? | This resource is published by the Pedagogic Service project which is part of the National Science Digital Library (NSDL) sponsored by the National Science Foundation. This resource provides an overview of instructional simulations including what they are, why to use the strategy, and practical steps for how to implement instructional simulations. | *What are Instructional Simulations?* |

## Social Skills

**Evidence: ESSA Tier 3/4**

Social skills training (SST) is a type of behavioral therapy used to improve social skills in people with mental disorders or developmental disabilities. SST may be used by teachers, therapists, or other professionals to help those with anxiety disorders, mood disorders, personality disorders, and other diagnoses.

### Social Skills Related Resources

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| WVDE Social and Emotional Resources | The West Virginia Department of Education site provides a variety of resources related to social and emotional development for students in West Virginia. | *Social and Emotional WVDE* |
| CASEL Webinar: Framework for SEL and Workforce Preparation | This webinar from Collaborative for Academic, Social, and Emotional Learning (CASEL) is for leaders on the topic of social and emotional learning (SEL) and career and workforce development. In this 34-minute webinar national experts discuss the importance of social skills in preparing for the workforce. | *Framework for SEL and Workforce Preparation* |
| CASEL Case Studies: SEL and Workforce Development | These case studies from CASEL describe the development and implementation of social and emotional learning (SEL) integrated with career and workforce development efforts in Delaware, Kansas, and Wisconsin. | *State Case Studies: SEL with Career and Workforce Development Archives CASEL* |
| Indiana Resource Center for Autism: Social Skills Curriculum for Individuals on the Autism Spectrum | This resource, compiled by the Indiana Resource Center for Autism, is a listing of examples of curriculum and programs that can be used to teach social skills to individuals on the autism spectrum. Each item on the resource list includes a description of the program, the vendor, recommended grade levels, and a link to the resource site. There is a cost associated with some of the curriculums included in this resource. | *Social Skills Curriculum for Individuals on the Autism Spectrum* |

## Structured Inquiry

**Evidence: ESSA Tier 3/4**

Structured Inquiry is a strategy where the teacher provides students with a hands-on problem to investigate, as well as the procedures, and materials, but does not inform them of expected outcomes. Students are to discover relationships between variables or otherwise generalize from data collected" (Colburn, 2000, p. 42).

### Structured Inquiry Related Resources

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| Making Inquiry Accessible for Students with Disabilities | This article published by The Science Teacher (May/June 2022), provides recommendations for making inquiry-based instruction accessible for students with disabilities. | *Making Inquiry Accessible for Students with Disabilities* |

## Student Directed Transition Planning Lesson Package

**Evidence: ESSA Tier 3/4**

The Student-Directed Transition Planning (SDTP) includes eight lessons that use the summary of performance to teach students to learn how to organize and present information during their transition planning process (Rowe et al., 2021; Woods et al., 2010).

**Student Directed Transition Planning Lesson Package Related Resources**

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| Student-Directed Transition Planning Lesson Package | The eight Student-Directed Transition Planning (SDTP) lessons from the Zarrow Institute facilitate high school to adult life planning partnerships between students, their families, and educators. Educators use eight SDTP lessons to teach their students the knowledge needed to actively participate in their transition-focused IEP meetings. All of the lesson materials are available for teachers to use for free. | *Student-Directed Transition Planning* |

## Take Action: Making Goals Happen Curriculum

**Evidence: ESSA Tier 3/4**

A component of the ChoiceMaker Self-Determination Curriculum, the focus of this component of the curriculum is teaching students how to develop a plan to obtain their goals by deciding: (a) standard for goal performance, (b) a means to get performance feedback, (c) what motivates them to do it, (d) the strategies they will use, (e) needed supports, and (f) schedules. Lesson package includes teacher lesson plans, and student worksheets (Marshall et al., 1999).

**Take Action: Making Goals Happen Curriculum Related Resources**

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| ChoiceMaker Self-Determination Curriculum | This resource provides an overview of the ChoiceMaker Curriculum. The ChoiceMaker Curriculum from the Zarrow Institute consists of three strands: (1) Choosing Goals, (2) Expressing Goals, and (3) Taking Action. Each strand addresses teaching objectives in three transition areas: Education, Employment, and Personal. | *ChoiceMaker Self-Determination Curriculum & Lesson Packages* |
| ChoiceMaker Self-Determination Transition Curriculum Lesson Materials | The ChoiceMaker Self-Determination Transition Curriculum from the Zarrow Institute teaches middle and secondary students the self-determination skills needed to be successful in school and adult life. Six ChoiceMaker Self-Determination instructional packages teach students the skills identified in the ChoiceMaker Curriculum. | *ChoiceMaker Lesson Packages* |

## Task Analysis

### Evidence: ESSA Tier 3/4

Task Analysis is a process in which an activity or behavior is divided into small, manageable steps in order to assess and teach the targeted skill. When conducting a task analysis, it is important to consider the learner's individual needs and learning style.

### Task Analysis Related Resources

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| OCALI Task Analysis Professional Development | This resource is designed to improve practitioner's knowledge and skill of evidence-based practices including a PowerPoint slideshow that provides the user with information about an evidence-based practice or a planning process on task analysis. Additional handouts or links to resources are offered in each session. | *OCALI Evidence-Based Practices and the Instructional Process* |
| Task Analysis Module | This module developed by AFIRM consists of six individual lessons which are estimated to take 1.5 to 2 hours to complete in total on the topic of using task analysis for youth with Autism Spectrum Disorder. A login is required to access the free resources. | *Task Analysis AFIRM* |

## Video Modeling

### Evidence: ESSA Tier 3/4

Video modeling is a form of response prompting (i.e., a stimulus that later functions as an extra cue; Rowe et al., 2019). Video modeling involves a video recording of a multistep task in which an individual will watch and will then be allowed an opportunity to imitate the steps in the task (e.g., Mechling & Collins, 2012; Spencer et al., 2015; Walser et al., 2012) (Rowe et al., 2021)).

### Video Modeling Related Resources

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| Video Modeling Professional Development | This professional development was developed by OCALI to improve practitioner's knowledge and skill of evidence-based practices. This session includes a PowerPoint slideshow that provides the user with information about an evidence-based practice or a planning process. Additional handouts or links to resources are offered in each session. | *Video Modeling-Evidence-Based Transition Practice* |
| Video Modeling for Youth with Autism | This module consists of six individual lessons which are estimated to take 1.5 to 2 hours to complete in total on the topic of using video modeling for youth with autism spectrum disorder. A login is required to access the free resources. | *Video Modeling AFIRM* |

## Vocational Rehabilitation Transition Services

### Evidence: ESSA Tier 3/4

Vocational rehabilitation transition services will increase the number and quality of employment outcomes for students with disabilities through training and technical assistance to state agency personnel. WVBE Policy 2419 5.2.F defines secondary transition services as a coordinated set of activities and supports necessary for a student with a disability to achieve a seamless transition from a school to post-school environment. pre-employment transition services (Pre-ETS) which may include services provided by schools and/or by the West Virginia Division of Rehabilitation Services that include: job exploration; work-based learning; counseling for transition and post-secondary programs; workplace readiness training; and self-advocacy training.

### Vocational Rehabilitation Transition Services Related Resources

| *Resource* | *Description* | *Web Link* |
|---|---|---|
| West Virginia Department of Rehabilitation Services (DRS) | WV DRS provides vocational rehabilitation services for individuals with disabilities in West Virginia. Services include career exploration activities; vocational training; college assistance; work-based learning experiences; Job coaching; on-the-job training, internships or apprenticeships; résumé development; job search assistance; assistive technology; and workplace accommodations. | *Vocational Rehabilitation* |
| A Transition Guide to Postsecondary Education and Employment for Students with Disabilities | OSERS published updates to "A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities, August 2020" to advance the office's efforts in ensuring that all students and youth with disabilities are equipped with the skills and knowledge to achieve their post-school and career goals. OSERS hopes this transition guide will help students and youth with disabilities and their families to better understand how the state education agencies (SEA), the local education agencies (LEA), and the vocational rehabilitation (VR) agencies work together to facilitate improved outcomes for students and youth with disabilities. | *OSERS Transition Guide* |
| Types of Vocational Rehabilitation Transition | This resource from NTACT:C provides an overview of three types of vocational rehabilitation transition services including:<br>• Pre-Employment Transition Services (34 CFR § 361.48(a)) and WVBE Policy 2419 5.2.F<br>• Individualized Transition Services (34 CFR § 361.48(b)(18))<br>• Group Transition Services (34 CFR § 361.49(a)(7))<br><br>A login is required to access this resource. | *Types of Vocational Rehabilitation Transition Services* |

### Vocational Rehabilitation Transition Services Related Resources

| Resource | Description | Web Link |
|---|---|---|
| The Pre-ETS Strategic Planning Guide | The NTACT:C Pre-ETS Strategic Planning Guide is designed to help State Vocational Rehabilitation Agencies organize and plan the delivery of pre-employment transition services (Pre-ETS) for students with disabilities, review their financial forecast for the appropriate expenditure of reserve funds, and incorporate data-based decision-making to evaluate the overall impact of pre-employment transition services on the VR program, services provided, and students with disabilities. A login is required to access this resource. | *Pre-ETS Strategic Planning Guide* |
| VR Continuum of Service | NTACT:C created a user-friendly continuum to provide a very basic overview of the vocational services. A login is required to access this resource. | *VR Continuum of Services NTACT:C* |

## Work-Based Learning

**Evidence: ESSA Tier 3/4**

Work-Based learning (WBL) is the umbrella term used to identify activities which collaboratively engage employers and schools in providing structured learning experiences for students. These experiences focus on assisting students with developing broad, transferable skills for postsecondary education and the workplace. A quality WBL program can make school-based learning more relevant by providing students with the opportunity to apply knowledge and skills learned in the classroom to real world situations

### Work-Based Learning Related Resources

| Resource | Description | Web Link |
|---|---|---|
| WVDE Classroom 2 Career Navigator | WVDE has developed a state-wide system to track and manage students' work-based learning activities, such as community service projects, clinicals, and internships/apprenticeships. Students can track work-based learning hours and activities. Schools can capture ongoing work-based learning partnerships with local businesses. Instructors can monitor and track students' work-based learning experiences. | *Classroom 2 Career Navigator WVDE* |
| West Virginia State Parks Directory | The West Virginia State Parks Directory provides a list of state parks across the state of West Virginia including the counties, schools, amenities, and potential jobs for each site. | *West Virginia State Parks Directory* |
| Pathwayswv.org: Work-Based Learning | This site provides an overview of work-based learning experiences and includes links to sites such as apprenticeship programs in West Virginia, a simulated workplace, and a link to find employment opportunities through Workforce West Virginia. | *Work-Based Learning Experiences* |

# Appendix A: Resource Centers

**This document provides an overview of the organizations primarily referenced throughout the West Virginia Guideposts to Graduation Evidence-Based Practices in Secondary Transition Resource Bank. A description of each organization includes an overview of the organization, the services they provide, and a link to their website.**

## Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center

The Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center's primary objective is to partner with states to provide opportunities to learn for teachers and leaders. Based at the University of Florida, the Center's mission is to provide frontline assistance to state education agencies, institutions of higher education, and local education agencies. The goal is to advance policy and practice that results in aligned professional learning systems that attract, develop, support, and retain high quality educators with the competencies to provide core and specialized instruction to ensure all students, including students with disabilities, exit school college and career ready. These resources are free and do not require an account.

**Website Link:** *https://ceedar.education.ufl.edu/*

## Collaborative for Academic, Social, and Emotional Learning (CASEL)

The mission of CASEL is to help make evidence-based social and emotional learning (SEL) an integral part of education from preschool through high school. As a thought leaders, field builder, and advocate, CASEL spans the fields of research, practice, and policy to achieve their goals, create tools and resources to help districts, schools, and communities with the successful implementation and sustainability of integrated, evidence-based SEL programs.

**Website Link:** *https://casel.org/*

## Center for Applied Special Technology (CAST)

Located near Boston, CAST is a nonprofit education research and development organization that created the Universal Design for Learning framework and UDL Guidelines, now used the world over to make learning more accessible. The acronym "CAST" derives from the original name of our organization, Center for Applied Special Technology. CAST offers many opportunities at all levels to build understanding and practice of Universal Design for Learning (UDL), accessibility, and professional development. CAST provides several free resources and training opportunities. An account is not required to access most free resources. Courses require an account and have a cost depending on the course.

**Website Link:** *https://www.cast.org/*

## Council for Exceptional Children (CEC)

The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving the success of children and youth with disabilities and/or gifts and talents. CEC advocates for appropriate governmental policies, sets professional standards, provides professional development, and helps professionals obtain conditions and resources necessary for effective professional practice. CEC is known as THE source for information, resources, and professional development for special educators. Membership to CEC is required to access materials and professional development.

**Website Link:** *https://exceptionalchildren.org/*

## The IRIS Center

The IRIS Center, out of Vanderbilt University, is a national center dedicated to improving education outcomes for all children, especially those with disabilities from birth through age twenty-one, through the use of effective evidence-based practices and interventions. IRIS is supported by the U.S. Department of Education's Office of Special Education Programs and is located at Vanderbilt University's Peabody College. The IRIS Center develops and disseminates free, engaging online resources about evidence-based instructional and behavioral practices to support the education of all students, particularly struggling learners and those with disabilities. Login is not required for most free resources but if you would like to access the certificates offered for their courses, users will need to set up an account.

**Website Link:** *https://iris.peabody.vanderbilt.edu/*

## The National Professional Development Center on Autism Spectrum Disorder

The National Professional Development Center on Autism Spectrum Disorder (NPDC) was funded by the Office of Special Education Programs in the US Department of Education from 2007-2014. The work of the NPDC was a collaboration among three universities—the University of North Carolina at Chapel Hill, the University of Wisconsin at Madison, and the MIND Institute, University of California-Davis. The goal of the NPDC was to promote the use of evidence-based practices (EBPs) for children and youth with ASD, birth to 22 years of age. This was accomplished through a comprehensive professional development process at state and local levels.

**Website Link:** *https://autismpdc.fpg.unc.edu/*

## The National Technical Assistance Center on Transition: The Collaborative (NTACT:C)

NTACT:C is a Technical Assistance Center co-funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) and the Rehabilitation Services Administration (RSA). NTACT provides information, tools, and support to assist multiple stakeholders in delivering effective services and instruction for secondary students and out-of-school youth with disabilities. The website provides several effective practices for delivering transition services to students with disabilities. The resources are free but a login is required to access most resources.

**Website Link:** *https://transitionta.org/*

## The Ohio Center for Autism and Low Incidence (OCALI)

OCALI, a project of the Educational Service Center of Central Ohio (ESCCO), is a recognized global leader in creating and connecting resources and relationships to ensure that people with disabilities have the opportunity to live their best lives for their whole lives. OCALI informs public policy and develops and deploys practices grounded in linking research to real life. OCALI's organizational structure includes ten Centers that collectively focus on local and statewide-capacity building while strengthening policies and resources that guide services and support for people with disabilities, as well as for families, educators, service providers, and professionals. OCALI serves families, educators, and professionals working with infants, preschool and school-age children, and adults with autism spectrum disorders (ASD) and low-incidence disabilities – including hearing impairments, visual impairments, multiple disabilities, orthopedic impairments, and other health impairments. OCALI develops and delivers high-quality professional development and technical assistance to educators and parents through the State Support Teams (SST) and the Ohio Coalition for the Education for Children with Disabilities. Free materials for professional development training can be accessed on their website. A login is not required.
**Website Link:** *https://ocali.org/*

## Office of Special Education and Rehabilitation Services (OSERS)

The United States Department of Education OSERS understands the many challenges still facing individuals with disabilities and their families. Therefore, OSERS is committed to improving results and outcomes for people with disabilities of all ages. OSERS supports programs that serve millions of children, youth and adults with disabilities. Through its two main components, OSERS guides and supports a comprehensive array of programs and projects that support individuals with disabilities: Office of Special Education Programs (OSEP) projects and programs and Rehabilitation Services Administration (RSA) projects and programs.

**Website Link:** *https://www2.ed.gov/about/offices/list/osers/index.html*

## TIES Center

TIES Center, out of the University of Minnesota, works with states, districts, and schools to support the movement of students with disabilities from more restrictive to less restrictive environments. TIES brings together recognized experts in special education to provide evidence-based resources, tools, curricula, and reports so students with significant cognitive disabilities can learn in classrooms with their non-disabled peers.

**Website Link:** *https://tiescenter.org/*

## PACER's National Parent Center on Transition and Employment

PACER's National Parent Center on Transition and Employment provides relevant information and resources to parents, youth, and professionals through a variety of services: a website that inspires, educates, and engages families around transition; technical assistance and training to professionals on best practices for engaging families, including those who are underserved; and in-person and online workshops for parents of youth on topics such as assistive technology, postsecondary supports, and finding work in the community.

**Website Link:** *https://www.pacer.org/transition/*

## Pennsylvania Training and Technical Assistance Network (PaTTAN)

Working with the Pennsylvania Department of Education's Bureau of Special Education, PaTTAN provides a full array of professional development and technical assistance targeted to improving student results. This professional development and technical assistance takes many forms in order to meet the varied needs of PaTTAN's constituents.

**Website Link:** *https://www.pattan.net/*

## Zarrow Institute on Transition and Self-Determination

The Zarrow Institute on Transition and Self-Determination, out of the University of Oklahoma, implements innovative research, puts findings into practice, and disseminates knowledge through high-quality products and professional developments.

**Website Link:** *https://www.ou.edu/education/centers-and-partnerships/zarrow*

## Notes

## Notes

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West Virginia Superintendent of Schools

***wvde.us***