

Table 1

*Evidence-Based Practices*

Category	Description of Practice	Application Example
Backward Chaining	Backward chaining is defined as a student performing the final behavior in a task analysis sequence and being reinforced once the task has been performed, at which time the next-to-last behavior is introduced to the student (Cooper, Heron, & Heward, 2007).	In a grocery store the student may begin with the last step as a bagger. "May I help you to your car?" Then move backwards to "Paper or Plastic bags?" and other questions that occur earlier in the job sequence.
Computer-Assisted Instruction	Computer-assisted instruction (CAI) is defined as using a computer or some other type of technology (e.g., personal digital assistant, hypermedia systems) to improve students' skills, knowledge, and academic performance (Okolo, Bahr, & Rieth, 1993).	A student may use an assistive technology device, Dynavox or iPad as a voice output device or self-model or prompt for a verbal response.
Community-Based Instruction	Community-based instruction (CBI) is defined as instruction of functional skills that takes place within the community where target skills can be practiced within a natural environment (Brown et al., 1983).	The SLP may go with the student to a nursing home to practice being a greeter and script and practice the anticipated greetings and other communication skills involved in the specific job.
Constant Time Delay	Constant time delay (CTD) is defined as providing a student a fixed amount of time between instruction and giving a prompt in which the teacher initially presents multiple trials using a 0 sec delay followed by a simultaneous prompt condition using a fixed time delay (e.g., 3 sec or 5 sec; Cooper et al., 2007).	The SLP will prompt the student with appropriate greeting responses as she learns to function as the greeter at the nursing home.
Forward Chaining	Forward chaining is defined as teaching behaviors identified in a task analysis in their naturally occurring order. Reinforcement is delivered when the predetermined criterion for the first behavior in the	The SLP teaches the student who is learning to be a grocery store bagger all the appropriate responses in the correct order. "Hello", "Did you find everything you were looking for?" .....

Category	Description of Practice	Application Example
“One More Than” Strategy	<p>sequence is achieved then the next step in the task analysis is taught (Cooper et al., 2007).</p> <p>The “One More Than” strategy is defined as teaching students to pay one more dollar than requested (e.g., cost is \$2.29, student would give \$3.00; Denny &amp; Test, 1995).</p>	<p>The SLP may provide instruction on self-talk or self-prompting that the student will use to remind him/herself to use the “One More Than” strategy.</p>
Parent Training Modules	<p>Parent training modules are described as training packages in which a single topic or a small section of a broad topic is studied for a given period of time to parents (Morsink, 1988).</p>	<p>SLPs often provide “homework” for students to practice. This may take the form of social stories or workplace “scripts”.</p>
Progressive Time Delay	<p>Progressive time delay is defined as gradually increasing the amount of time between instruction and giving a prompt during which the teacher initially begins with a 0 sec delay followed by a simultaneous prompt condition that gradually and systematically increases the time delay (e.g., 0 sec to 2 sec to 4 sec; Cooper et al., 2007).</p>	<p>As the student becomes more familiar with the language of the particular work place the SLP may decrease the time between prompts to allow the student to become more independent in use of the appropriate language.</p>
Published Curricula	<p>Four published curricula have been identified as evidence-based practices for teaching students to participate in and lead IEP meetings, be involved in the transition planning process, and gain self-determination skills (Test et al., 2004). They are the <i>Self-Advocacy Strategy</i> (Van Reusen, Bos, Schumaker, &amp; Deshler, 2007), <i>Self-Directed IEP</i> (Martin, Marshall, Maxson, &amp; Jerman, 1997), <i>Whose Future is It Anyway?</i> (Wehmeyer &amp; Kelchner, 1995), and <i>Check and Connect</i> (Christenson, Stout, &amp; Pohl, 2012)</p>	<p>SLPs can discuss, script and rehearse possible communication opportunities for every student enabling them to participate at their ability level in their IEP conferences or in determining their future.</p>

Category	Description of Practice	Application Example
Response Prompting	Response prompting is defined as using stimuli that function as an extra cue or reminder for a desired behavior and is typically emitted in the form of verbal instructions, modeling, and/or physical guidance (Cooper et al., 2007).	Many SLPs use picture cards or other visual prompts to encourage the student to use the desired language without verbal prompting.
Self-Determined Learning Model of Instruction	The SDLMI is an instructional model that teaches students to become self-regulated learners in order to gain self-determination skills and includes three phases that provide students with opportunities to set a goal, develop a plan to address the goal, and evaluate changes to successfully meet the goal (Agran, Blanchard, & Wehmeyer, 2000).	This tool provides an excellent opportunity for SLPs to “conference” with students about their communication goals and plan on a meta- linguistic level about reasonable goals and communication expectations for a particular work/ social setting.
Self-Management	Self-management is defined as monitoring or evaluating personal behavior in order to change and control a subsequent behavior (Cooper et al., 2007).	Use of this strategy encourages students to monitor their own progress through independent data collection and self-assessment
Simulation	Simulation is defined as using materials and situations in the classroom that approximate the natural environmental conditions where the behavior will be performed in the community (Bates, Cuvo, Miner, & Korebek, 2001).	Many SLPs use this strategy frequently by contriving situations that simulate natural environments in order to practice communication skills. They then hopefully move to practicing skills in natural environments.
System of Least Prompts	System of least prompts, or least to most prompts, is defined as a method in which the teacher begins with the least obtrusive prompt giving the student the opportunity to perform the response with little assistance, followed by a gradually increasing the level of prompting based on the degree of assistance the student needs to emit the appropriate response (Cooper et al., 2007).	SLP s frequently use this strategy by providing unobtrusive visual prompts that perhaps only the student and SLP will realize represent the use of fluency techniques or other desired communication enhancing skills.

Category	Description of Practice	Application Example
System of Most Prompts	System of most prompts, or most-to-least prompts, is defined as a method in which the teacher begins with the most obtrusive prompt (e.g., physical guidance) guiding the student through the performance sequence and gradually decreases the level of prompting as training progresses (Cooper et al., 2007).	Sometimes SLPs find that for students to use communication strategies strong and clear prompts are required but can hopefully be faded as students internalize the desired skills.
Total Task Training	Total task chaining is defined as training a student on each step of a task analysis during every instructional setting (Cooper et al., 2007).	SLPs frequently provide a task analyses of a job including all the communication expectations of every step (ie. all the steps to bagging groceries and all the questions that the bagger will ask the customer.)
<i>Evidence-based Academic Interventions</i>		
Mnemonic Strategies	Mnemonic strategies include memory-associative techniques, keyword mnemonic strategies, keyword-pegword, and reconstructive elaborations.	SLPs frequently use mnemonic devices as prompts to help students with a variety of skills. For example the editing strategy COPS stands for checking Capitalization, Organization, Punctuation, and Spelling.
Peer Assistance	Peer assistance involves having a student deliver academic instruction to another student and includes peer tutoring, cooperative learning, and peer instruction.	SLPs often include peers as helpers or data collectors, communication skill monitors or appropriate linguistic models.
Self-management Strategies	Self-management strategies involve self-monitoring, self-evaluation, self-instruction, goal-setting, and strategy instruction to allow students to monitor and assess academic and behavioral performance.	Self-management strategies open the door for the SLP and student to have meta-linguistic conversations and plan ways that the student can self-manage/monitor communication behaviors.
Technological Interventions	Technology interventions involve using some form of computer-assisted instruction to teach a variety of academic skills to students (NSTTAC, 2010).	SLPs frequently use technology based augmented communication systems to help students communicate and to facilitate understanding by unfamiliar listeners.

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Category	Description of Practice	Application Example
Visual Displays	Visual displays are representative tools used to facilitate learning and include graphic organizers, cognitive organizers, cognitive maps, structured overviews, tree diagrams, concept maps, picture schedules, and Thinking Maps.	SLPs frequently use visual prompts to support the use of specific communication skills

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Table 2

*Evidence-based predictors of post-school success for students with disabilities*

Predictor	Education	Employment	Independent Living
Career Awareness	X	X	–
Community Experiences	–	X	–
Exit Exam Requirements/High School Diploma Status	–	X	–
Inclusion in General Education	X	X	X
Interagency Collaboration	X	X	–
Occupational Courses	X	X	–
Paid Employment/Work Experience	X	X	X
Parental Involvement	–	X	–
Program of Study	–	X	–
Self-Care/Independent Living Skills	X	X	X
Self-Determination/Self-Advocacy	X	X	–
Social Skills	X	X	–
Student Support	X	X	X
Transition Program	X	X	–
Vocational Education	X	X	–
Work Study	–	X	–

Table 3

*SLP Major Roles and Related Predictors*

SLP Role	Related Predictor(s)
Prevention	<ul style="list-style-type: none"> <li>• Community Experiences</li> <li>• Inclusion in General Education</li> <li>• Interagency Collaboration</li> <li>• Occupational Courses</li> <li>• Paid Employment/Work Experience</li> <li>• Parental Involvement</li> <li>• Social Skills</li> <li>• Student Support</li> <li>• Vocational Education</li> <li>• Work Study</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• Community Experiences</li> <li>• Transition Program</li> <li>• Vocational Education</li> <li>• Work Study</li> </ul>
Intervention	<ul style="list-style-type: none"> <li>• Career Awareness</li> <li>• Occupational Courses</li> <li>• Paid Employment/Work Experience</li> <li>• Social Skills</li> <li>• Self-Determination/Self-Advocacy</li> <li>• Self-Care/Independent Living Skills</li> <li>• Work Study</li> </ul>
Program design	<ul style="list-style-type: none"> <li>• Parental Involvement</li> <li>• Program of Study</li> <li>• Transition Program</li> <li>• Vocational Education</li> </ul>
Data collection and Analysis	<ul style="list-style-type: none"> <li>• Exit Exam Requirements/High School Diploma Status</li> </ul>
Compliance	<ul style="list-style-type: none"> <li>• Exit Exam Requirements/High School Diploma Status</li> <li>• Parental Involvement</li> </ul>