



Linking Research With Practice: Improving Student Outcomes by Improving What We Do

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What is NSTTAC?

- Assist State Education Agencies with collecting and using SPP Indicator 13 data
 - Mostly UNC Charlotte
- Generate knowledge that provides an evidence based foundation for secondary transition practices
 - UNC Charlotte



What is NSTTAC?

- Build capacity of states and local educational agencies to implement effective secondary transition services
 - Western Michigan University
- Disseminate information to state personnel, practitioners, researchers, parents, and students regarding effective secondary transition services
 - Western Michigan University/UNC Charlotte



Our challenge

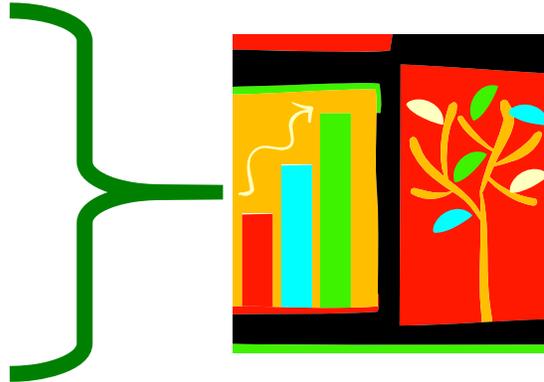
- How do we link what we've learned from transition research with practices in our schools and communities?



Context for improving practice

Factors

- Federal policy (e.g., IDEA)
- State and local policy
- Community
- Effective practices

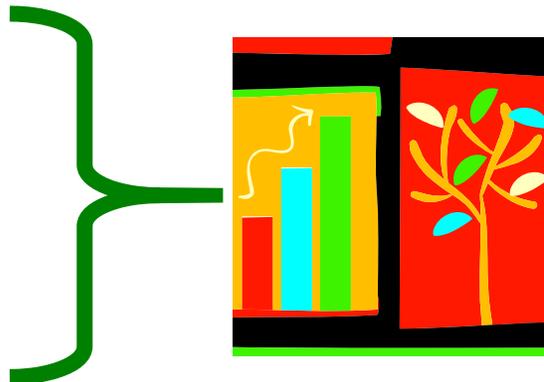


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Context for improving practice

Factors

- IDEA
- State and local policy
- Community
- Effective practices



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Critical interrelationship

Quality IEPs

Staying in school

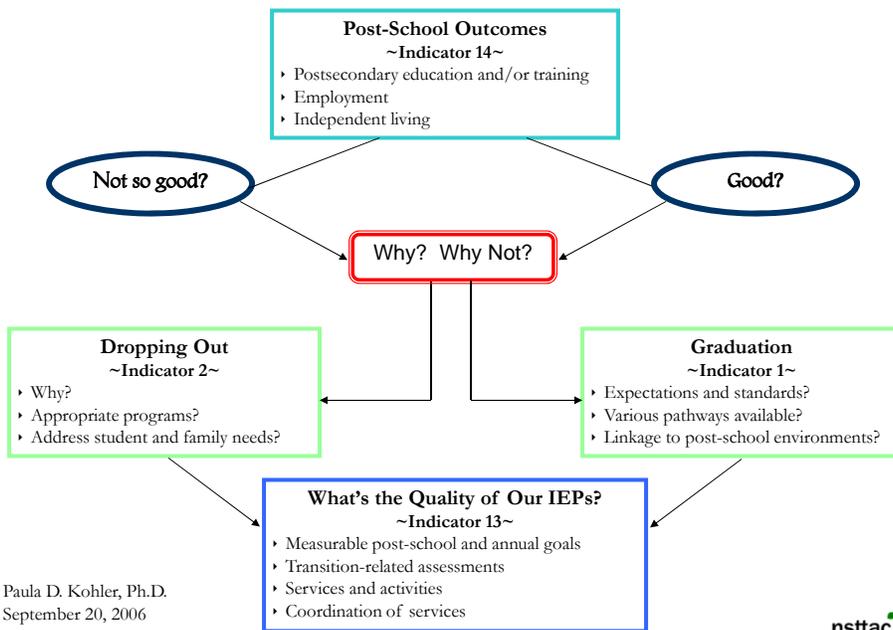


Achieving post-school outcomes

Graduating



Using Transition Indicators to Improve What We Do



Paula D. Kohler, Ph.D.
September 20, 2006



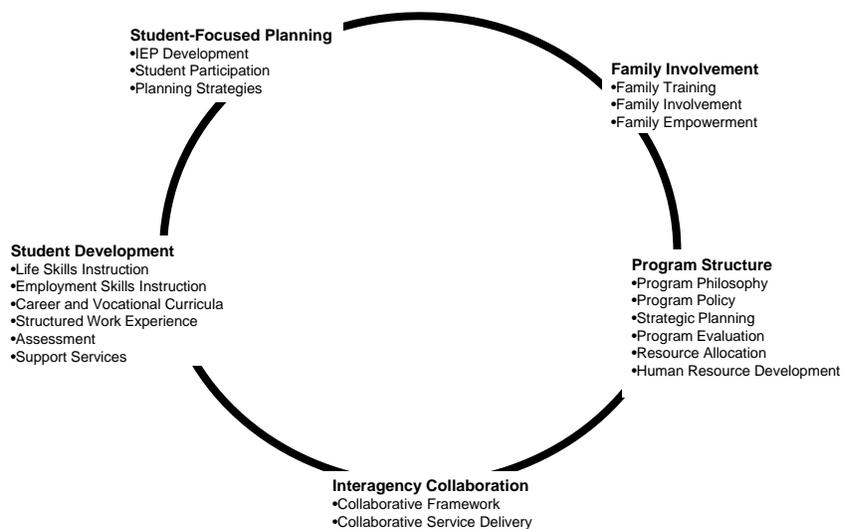
Why is this important?

Transition-focused education helps us

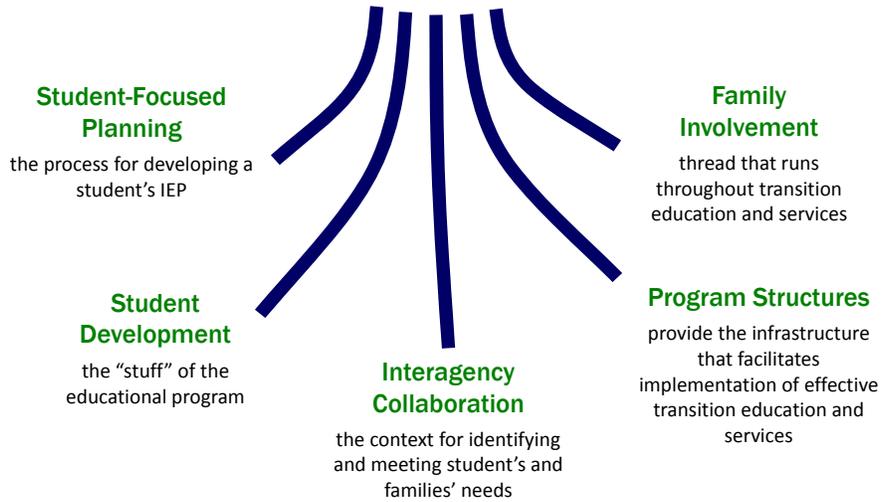
- Connect academic, standards-based instruction; occupational curricula; and extracurricular activities
- Consider student needs, and family and community contexts
- Focus on quality of life outcomes



Taxonomy for Transition Programming



Taxonomy for Transition Programming



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What do I do now?

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Improving the evidence base

- Built upon the Taxonomy as an organizer
- Reviewed experimental research to identify evidence-based practices in secondary transition
- Identified 63 evidence-based practices
- Developed over 75 Research to Practice Lesson Plan Starters

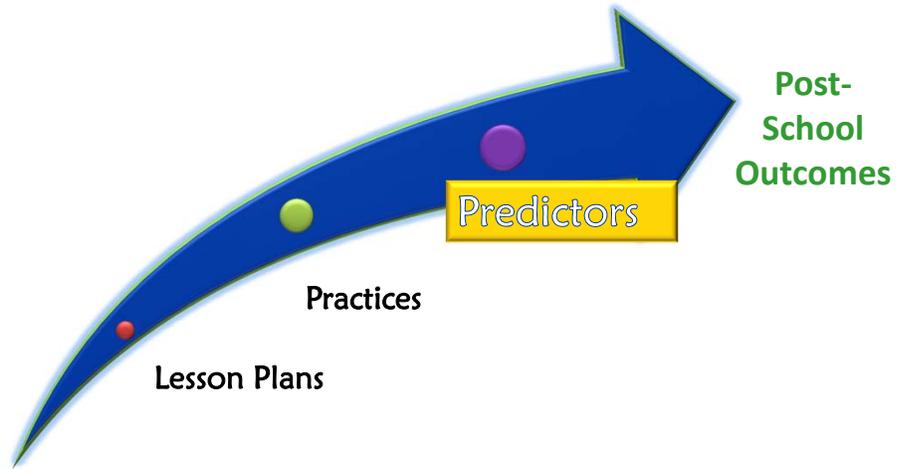


Evidence based practices

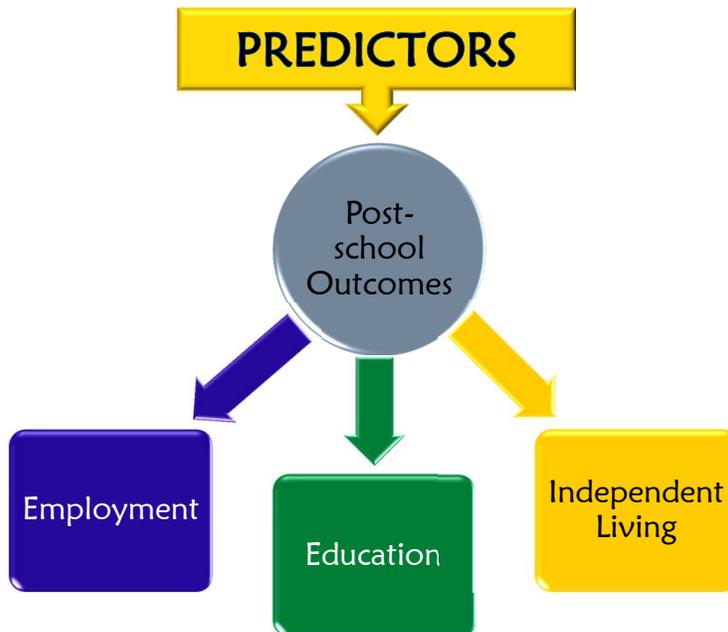
Taxonomy Category	Evidence Based Practices	Research to Practice Lesson Plan Starters
Student Focused Planning	6	9
Student Development	56	98
Family Involvement	1	0
Program Structure	9	9



The missing link...



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What is a predictor?

- An in-school experience, typically a program (i.e., work-based learning experiences) correlated with improved post-school outcomes



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In-School Predictors by Post-School Outcome Area

IDEAs that Work

Predictors/Outcomes	Education	Employment	Independent Living
•Career Awareness	P	P	
•Community Experiences		P	
•Exit Exam Requirements/High School Diploma Status		P	
•Inclusion in General Education	M	M	M
•Interagency Collaboration	P	P	
•Occupational Courses	P	P	
•Paid Work Experience	M	M	P
•Parent Expectations	M	M	
•Parental Involvement		P	

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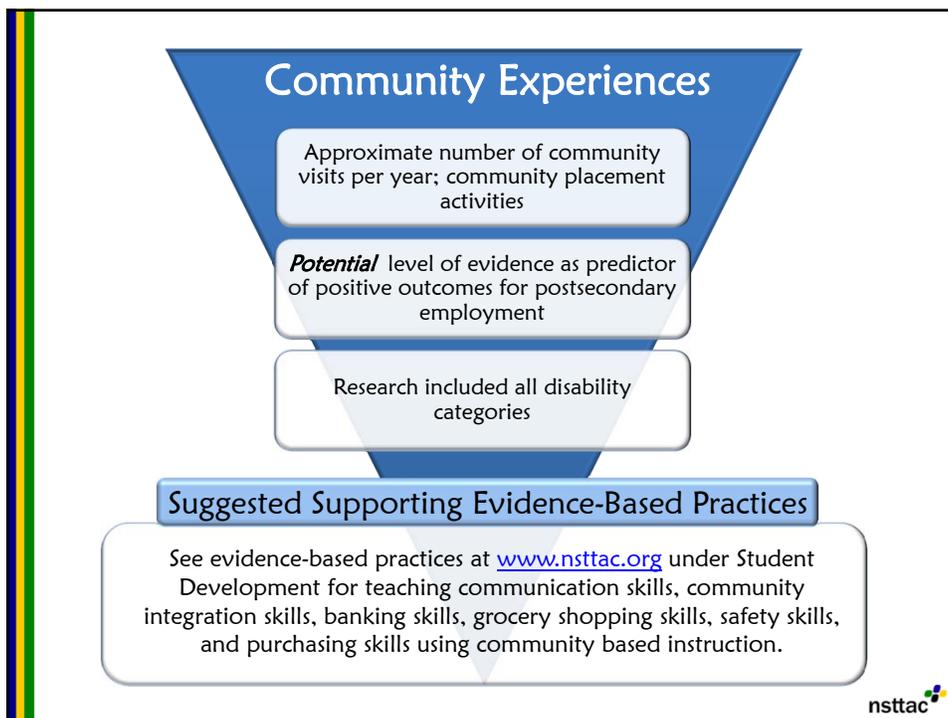
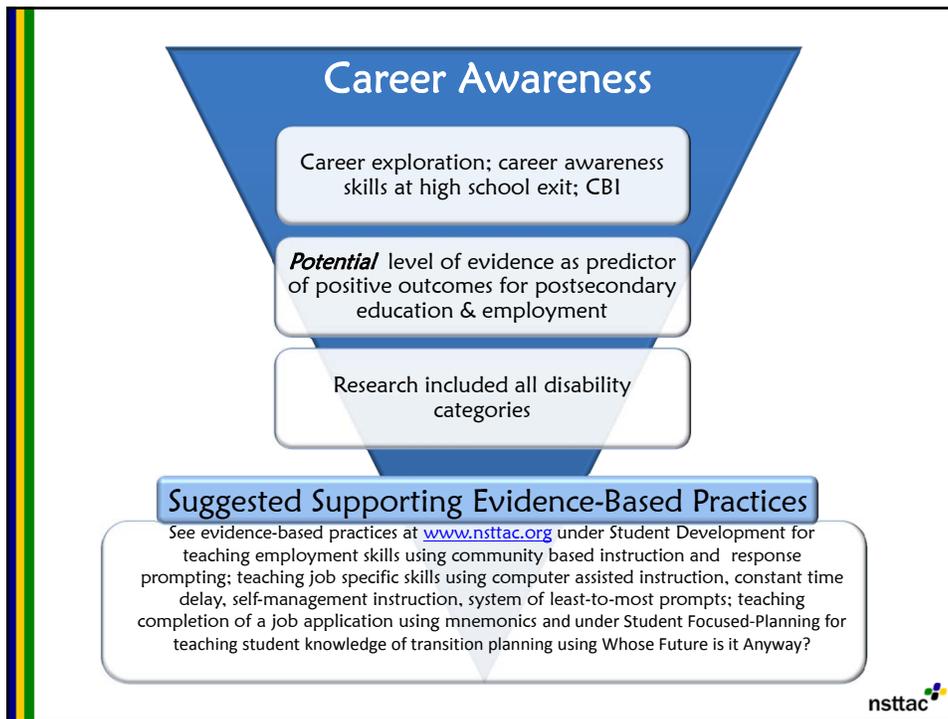
In-School Predictors by Post-School Outcome Area

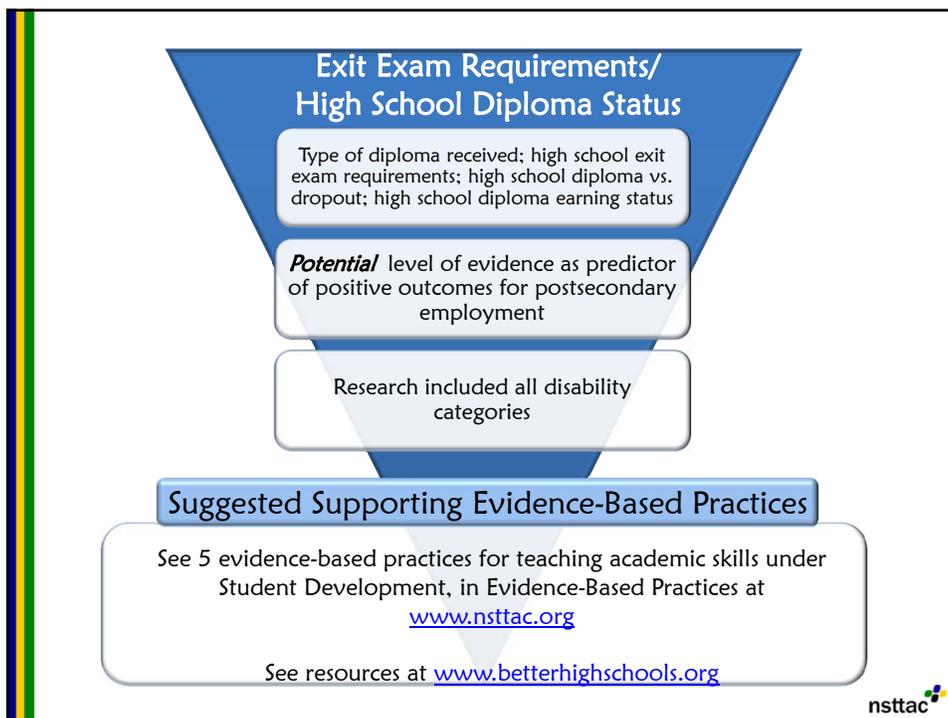
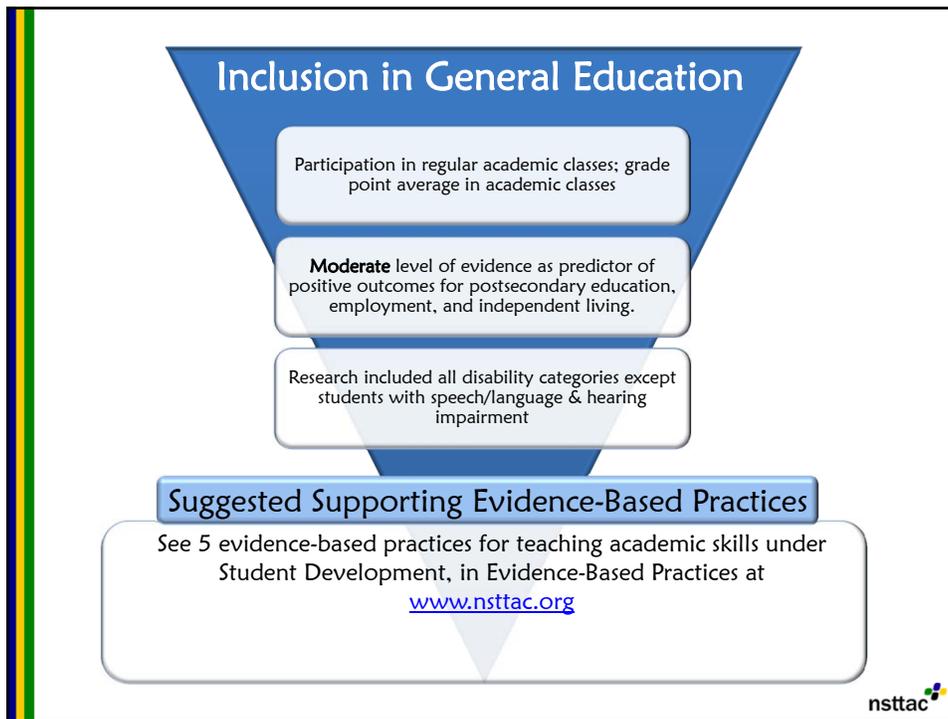
Predictors/Outcomes	Education	Employment	Independent Living
•Program of Study		P	
•Self-Advocacy/Self-Determination	P	P	
•Self-Care/Independent Living	P	P	M
•Social Skills	P	P	
•Student Support	P	P	P
•Transition Program	M	P	P
•Vocational Education	M	M	
•Work Study		M	

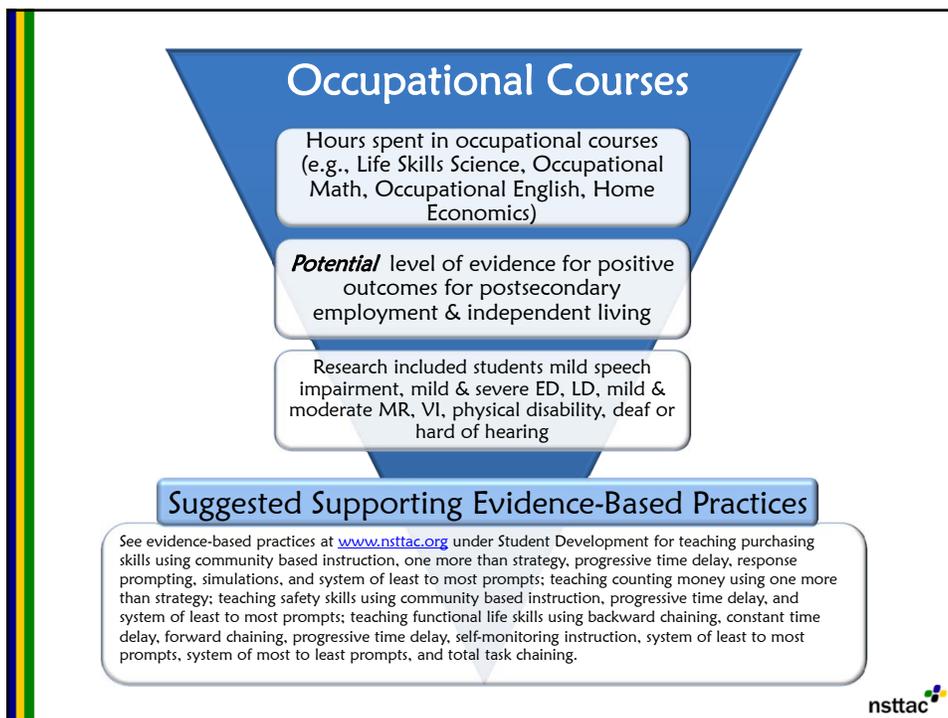
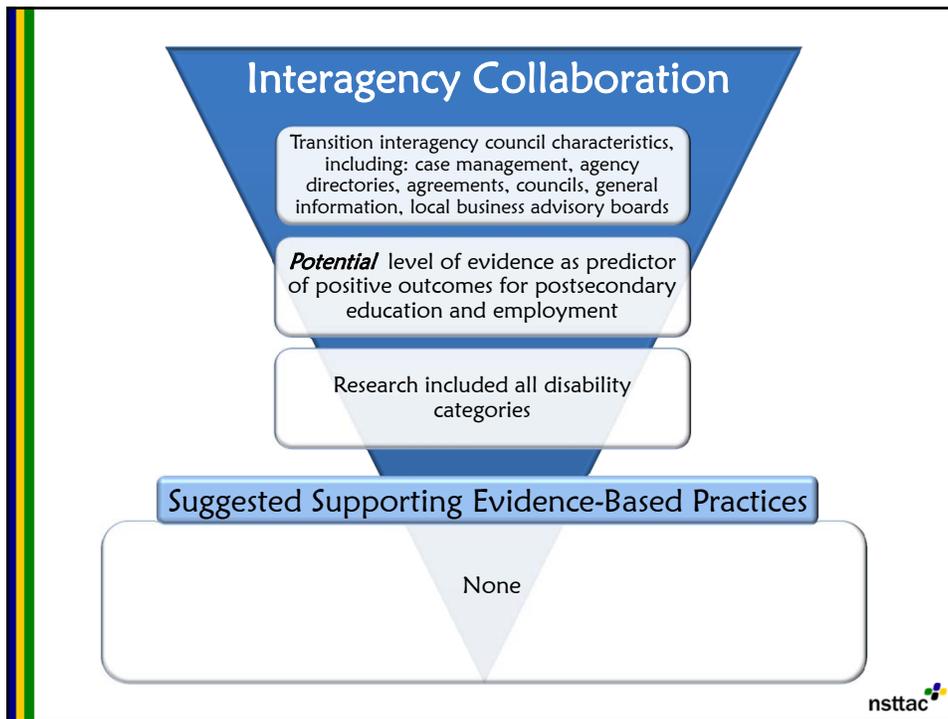
“M” indicate outcome areas with a moderate level of evidence; “P” indicate outcome areas with a potential level of evidence

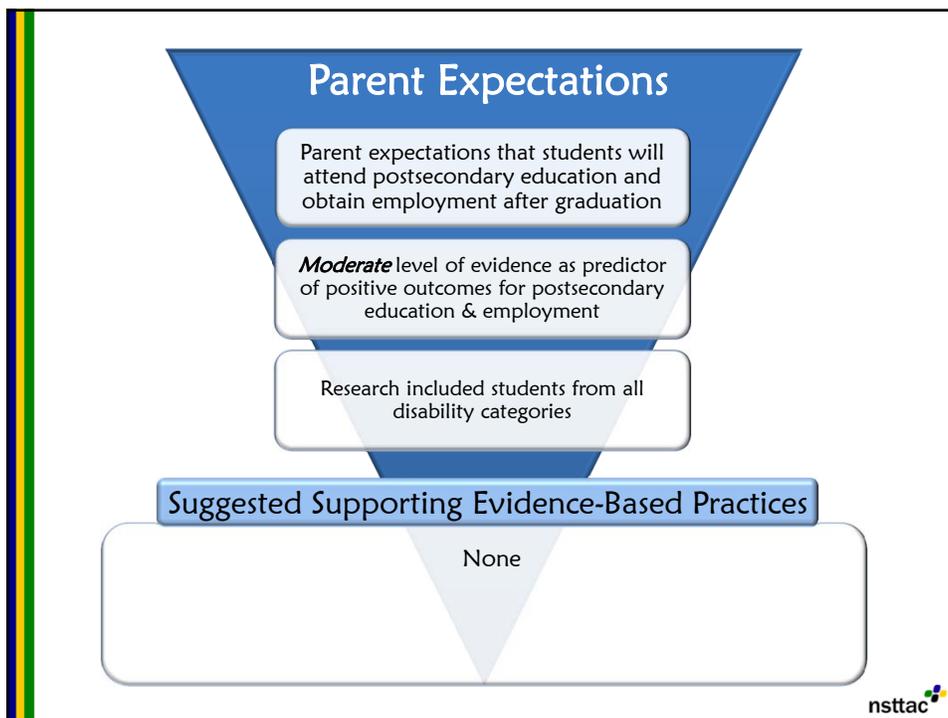
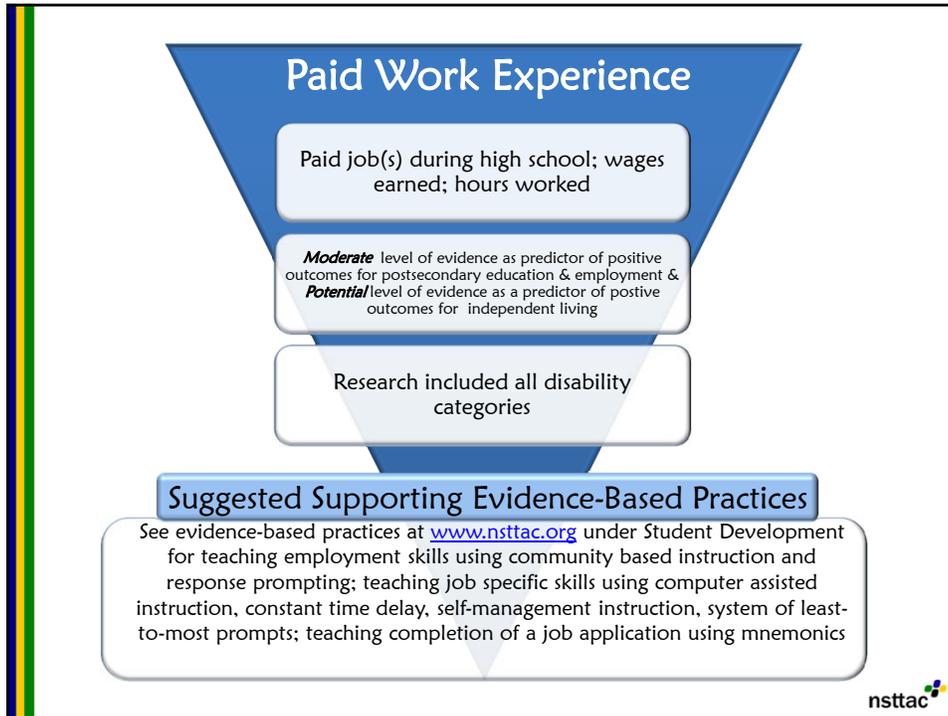
In-School Predictors of Post-School Success

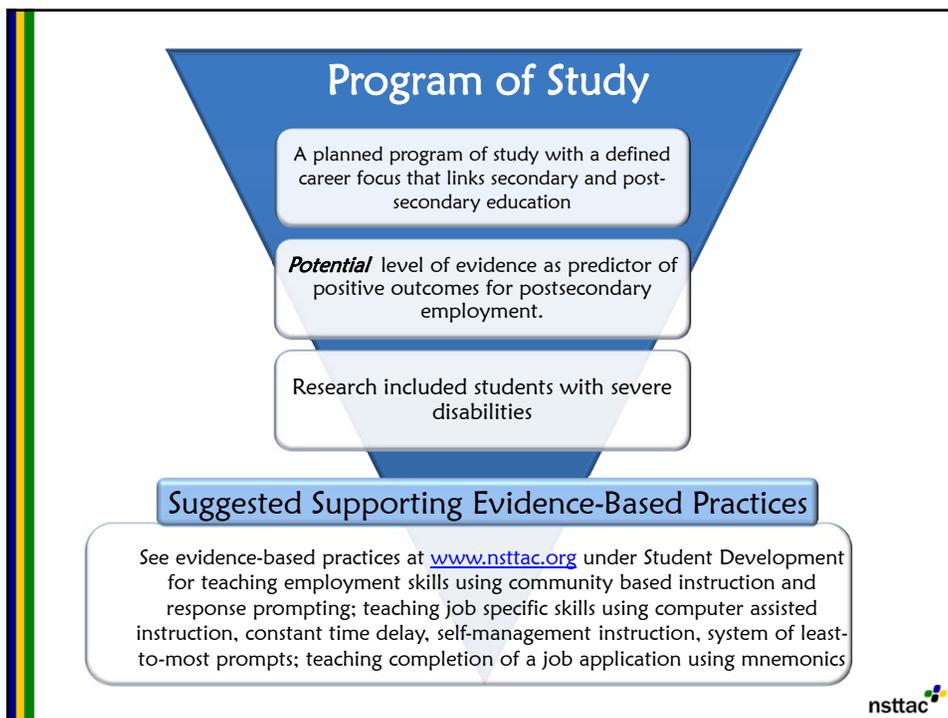
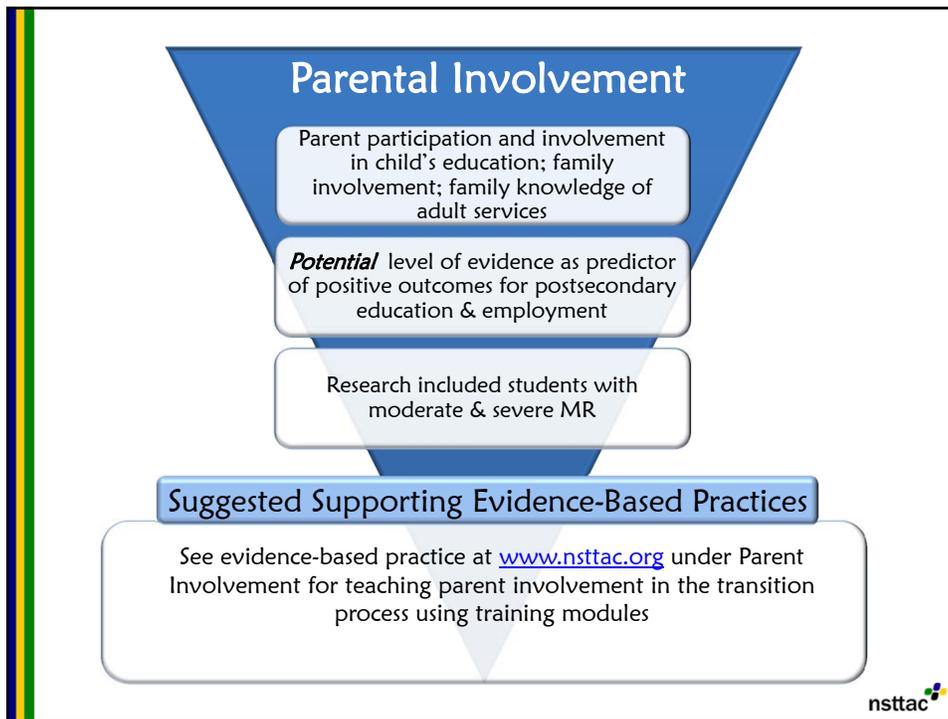
Education	Employment	Independent Living
<ul style="list-style-type: none"> • Inclusion in General Education • Career Awareness • Occupational Courses • Paid Work Experience • Parental Involvement • Self-advocacy/Self-determination • Self-care/Independent Living Skills • Social Skills • Student Support • Transition Program • Vocational Education 	<ul style="list-style-type: none"> • Inclusion in General Education • Career Awareness • Community Experiences • Exit Exam Requirements/High School Diploma Status • Interagency Collaboration • Occupational Courses • Parental Involvement • Paid Work Experience • Program of Study • Self-advocacy/Self-determination • Self-care/Independent Living Skills • Social Skills • Student Support • Transition Program • Vocational Education • Work Study 	<ul style="list-style-type: none"> • Inclusion in General Education • Paid Work Experience • Self-care/Independent Living Skills • Student Support • Transition Program

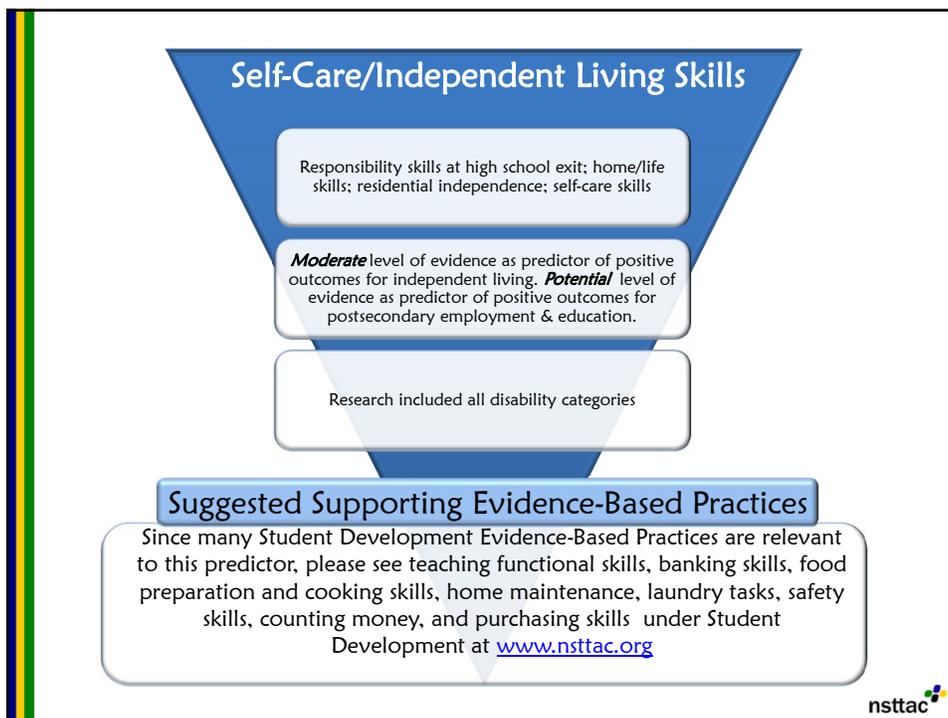
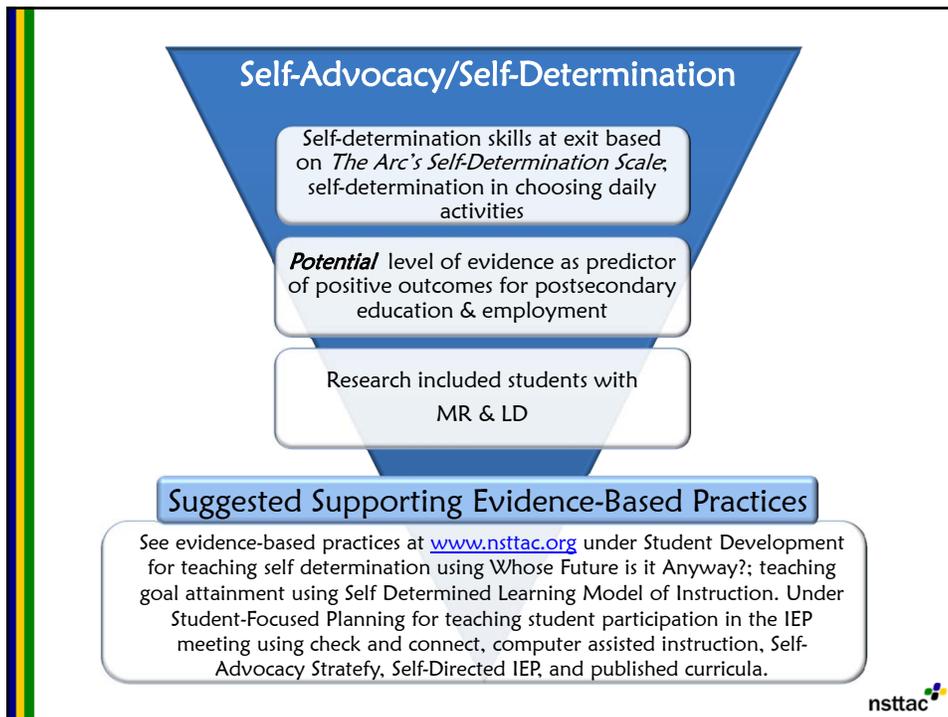


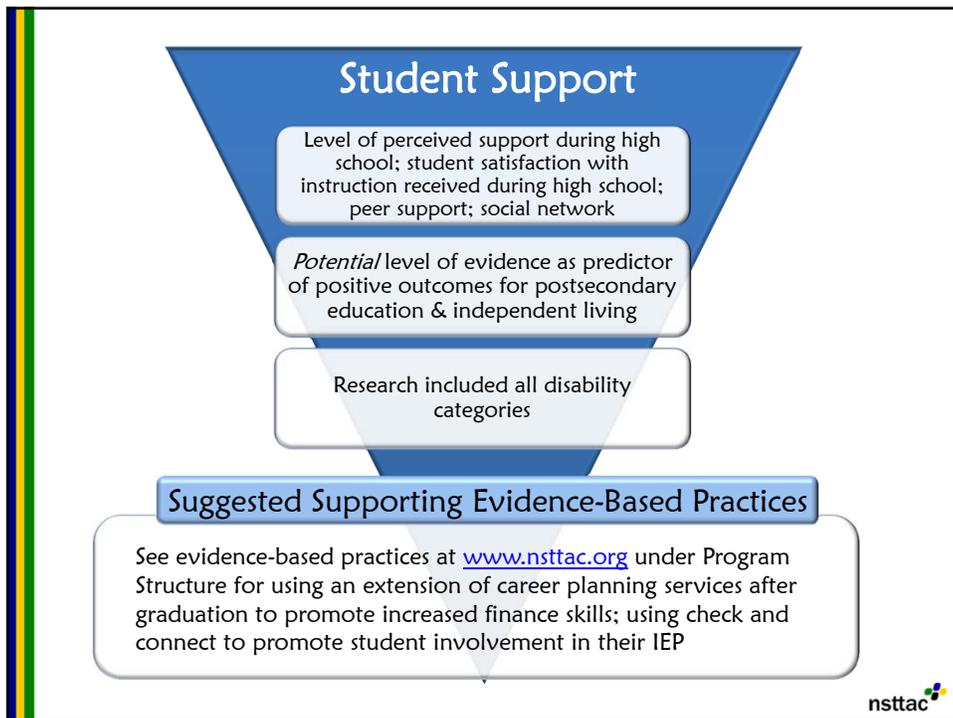
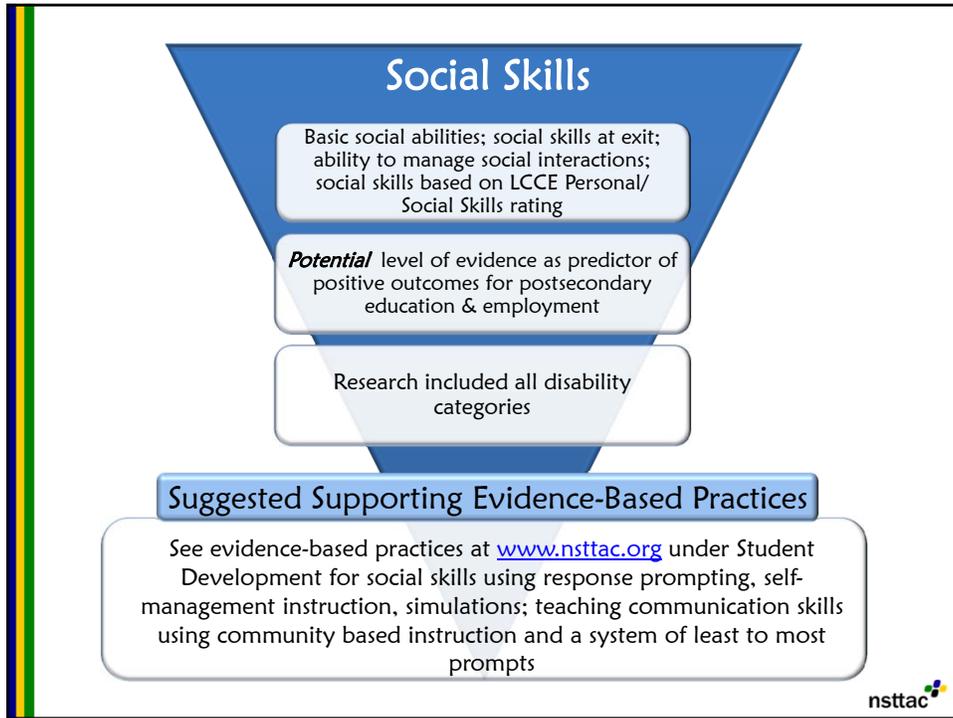


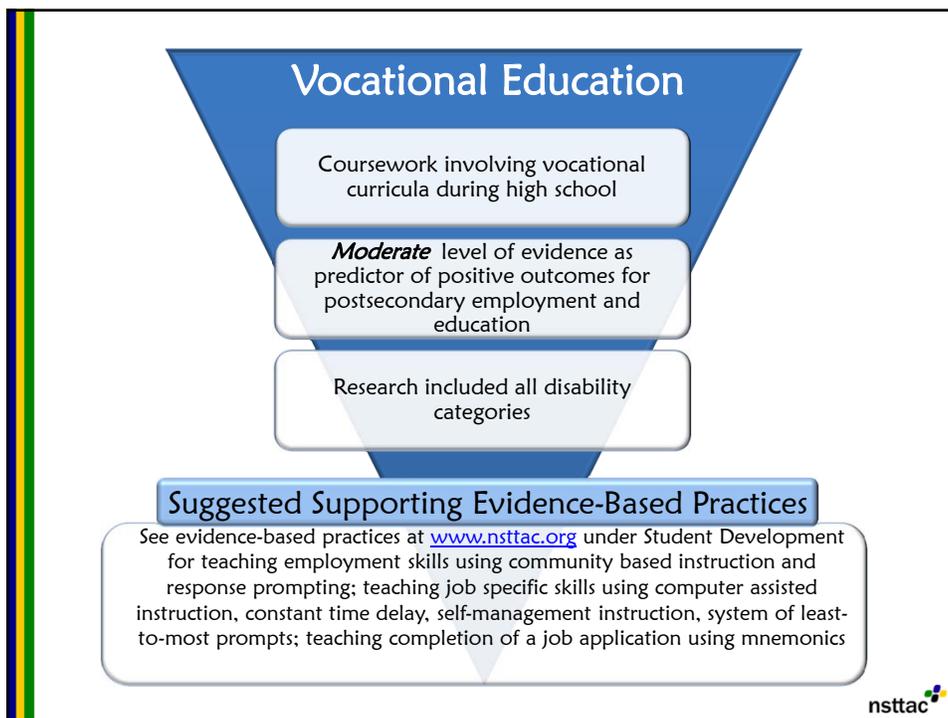
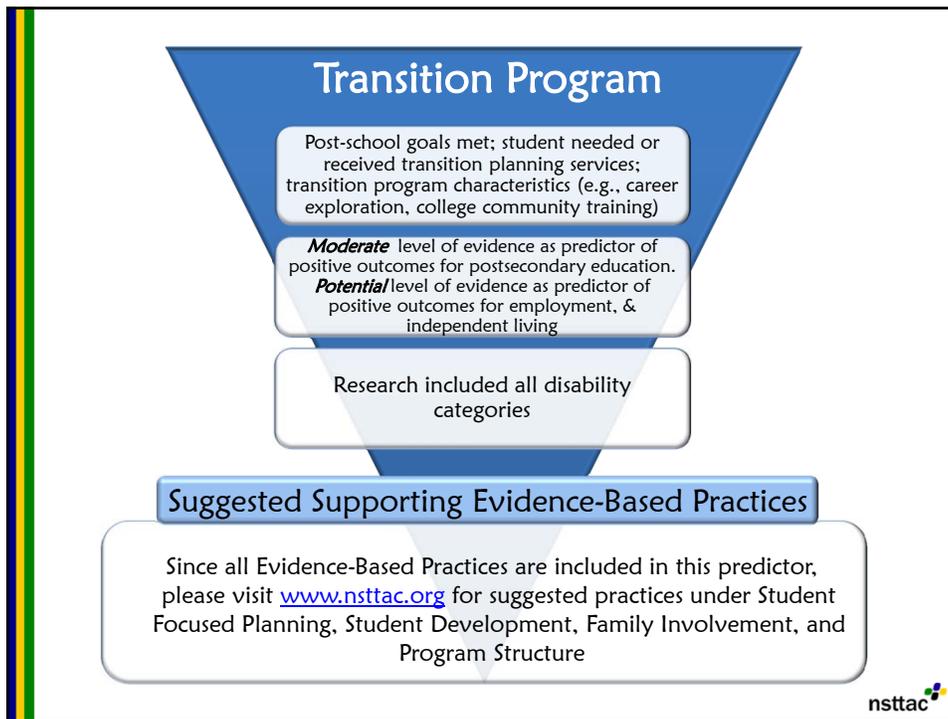


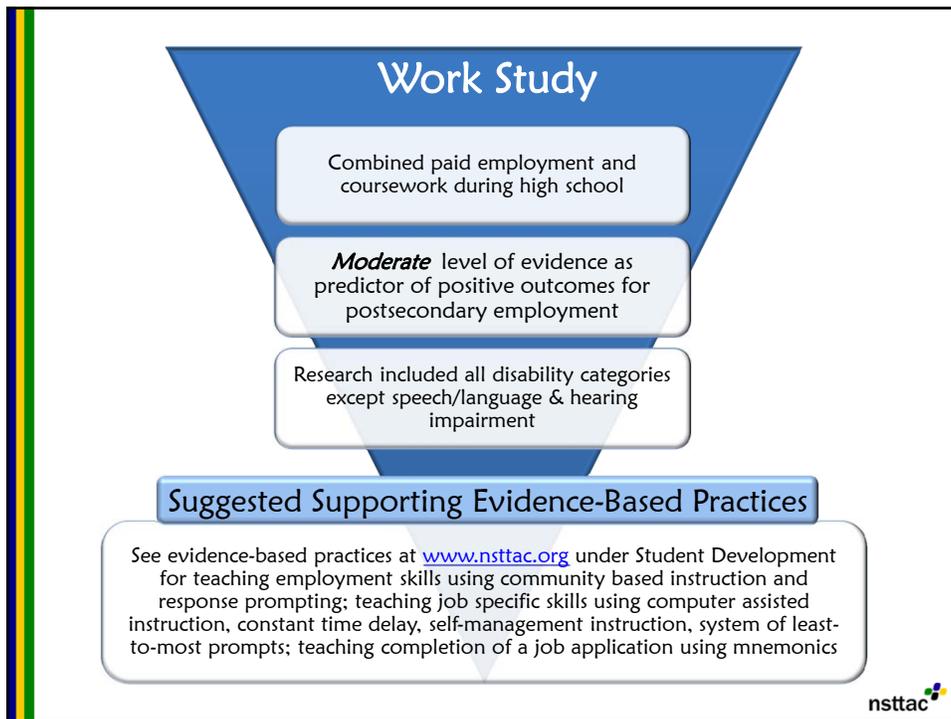












Predictor self-assessment

- Critical components of each predictor
- Assess your school or district
- Use to identify gaps in programming
- Use to identify strengths in programming
- Start small

Let's Get Busy!

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“My doctor told me to start my exercise program very gradually. Today I drove past a store that sells sweat pants.”

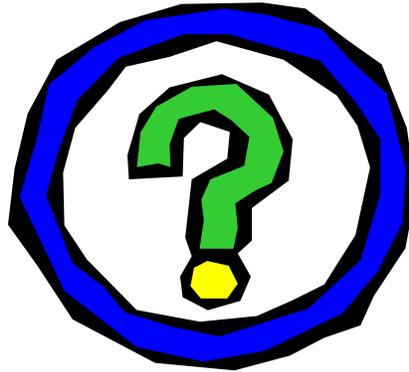
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Remember this...

- There's a direct relationship between student outcomes and school experiences.

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Questions



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