

## Recommendations for Research in Secondary Transition

One of the National Secondary Transition Technical Assistance Center's (NSTTAC) tasks is to identify evidence-based practices for the field of secondary transition. To do this, NSTTAC's review of literature has been conducted in two parts. In Part I, evidence-based practices based on quality experimental (group and single subject designs) studies were identified. However, while the evidence-based practices were designed to teach students specific transition-related skills, the experimental literature has not measured the impact of these skills on post-school outcomes. As a result, in Part II, the review was expanded to include quality correlational research in secondary transition to identify evidence-based predictors correlated with improved post-school outcomes in education, employment, and/or independent living.

Currently, NSTTAC has identified 63 evidence-based practices in secondary transition. These 63 practices have been categorized using Kohler's *Taxonomy for Transition Programming*. Of the 63 evidence-based practices, 6 are in the area of Student-Focused Planning, 56 in Student Development, 1 in Family Involvement, 9 in Program Structure (these 9 practices are also found in the other *Taxonomy* categories), and no practices have been identified in the area of Interagency Collaboration. Additionally, NSTTAC has identified 16 evidence-based predictors of post-school employment, education, and independent living success from the correlational research. Although these evidence-based practices and predictors have been identified based on high quality research, there continues to be need for rigorous research to identify additional secondary transition evidence-based practices and predictors of improved post-school success. Therefore, the purpose of this fact sheet is to provide recommendations to the field of special education for future research endeavors.

Need for High Quality Group and/or Single-Subject Experimental Research that:

- Builds on NSTTAC's levels of evidence. Currently, only six evidence-based practices have a strong level of evidence, 38 have a moderate level of evidence, and 28 have a potential level of evidence. High quality research is needed to move the remaining evidence-based practices from moderate or potential to strong.
- Focuses on the *Taxonomy* areas of Family Involvement, Program Structure, and Interagency Collaboration.
- Includes students representing all disability categories and diverse backgrounds. NSTTAC has included disability and ethnicity in reporting its findings when available in the studies reviewed.
- Collects longitudinal data on the effects of secondary transition practices on in-school and post-school outcomes.

Need for High-Quality Multivariate Correlational Research that:

- Disaggregates data by disability category to identify predictors of post-school success for specific disability groups.
- Provides a more comprehensive understanding of in-school predictors of post-school success for students with disabilities.
- Can determine if predictor variables identified by NSTTAC hold up over multiple points in time.
- Uses National Longitudinal Transition Study-2 (NLTS2) data files as a resource.

For more details about how these practices and predictors were established, see [www.nsttac.org](http://www.nsttac.org).