



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.nstattac.org.

This Fact Sheet is a collaborative effort between DCDT and the National Secondary Transition Technical Assistance Center (NSTTAC). NSTTAC is funded through the Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education (Grant #H326J050004). However, the contents do not necessarily represent the policy of these agencies and endorsement by the federal government should not be assumed.