EFFECTS OF POST-SCHOOL OPTIONS INSTRUCTION ON KNOWLEDGE OF OPTIONS AND ABILITY TO ORALLY PRESENT POST-SCHOOL GOALS FOR HIGH SCHOOL STUDENTS WITH DEVELOPMENTAL DISABILITIES

by

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ABSTRACT

AUDREY BARTHOLOMEW. Effects of post-school options instruction on knowledge of options and ability to orally present post-school goals for high school students with developmental disabilities. (Under the direction of DR. DAVID W. TEST)

The study examined the effects of teaching presentation skills and post-school options to three high school students with developmental disabilities. While previous research has indicated students with learning disabilities can learn both academic and life skills within the same activity (Collins, Hager, & Galloway, 2011; Falkenstine, Collins, Schuster, & Kleinert, 2009; Konrad & Test, 2007), research has not been conducted on presentation skills specifically. Participants were provided with presentation skills instruction via video modeling and post-school options instruction via computer-assisted instruction.

Using a single-subject multiple probe across students, results indicated a functional relation between video modeling and presentation skills; however, only one participant increased their knowledge of post-school options. All three participants maintained their presentation skills and were able to improve their ability to present their goals at an informal transition planning meeting. Because none of the participants met criteria for knowledge of post-school options, it is unclear if students were making informed choices when selecting his or her goals. Social validity data indicated participant and teacher satisfaction with the treatment and outcomes. Special education teachers unfamiliar with the participants tended to rate students who spoke more, despite

the quality of their contribution, as participating better in informal transition planning meetings. Finally, implications for future research and practice are provided.

DEDICATION

This dissertation and culmination of my doctoral program is dedicated to my husband who has loved and supported me every day of this unconventional journey. Your support has been limitless and I could have never made it without you. You are an amazing partner, and even better father. Finally, to my sweet PJ, you are the best thing to happen to me and I hope this dissertation inspires you to embrace and celebrate what makes us different and unique. ADVENTURE!

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CHAPTER 1: INTRODUCTION

Statement of Problem

Individuals with disabilities are experiencing poor post-school outcomes when compared to their peers without disabilities. For example, according to Newman et al. (2011) wave five of the National Longitudinal Transition Study-2, which reported data for individuals with disabilities eight years out of high school, indicated the employment rate for students with disabilities was 60%, while the rate for individuals without disabilities was 66%. Additionally, the disparity between student outcomes in different disability categories, specifically those with developmental disabilities, is even more discouraging. Individuals with intellectual disability have the second lowest rates of employment (39%) and are more likely to be employed in low skilled jobs such as those in the food industry. Additionally, individuals with autism and individuals with multiple disabilities are the two disability categories most likely to be employed in low-skilled jobs such as those in food preparation.

Enrollment in postsecondary education is also lower for individuals with disabilities, with 34% of individuals with disabilities enrolled in any type of postsecondary education compared to 51% of individuals without disabilities. Specifically, students with developmental disabilities often have the lowest rates of postsecondary education attendance, when compared to individuals in all other disability

categories, including individuals with intellectual disability (29%) demonstrating the lowest attendance rates.

In addition to lower rates of employment and postsecondary education attendance, individuals with disabilities continue to have lower rates of independent living at 45% compared to individuals without disabilities at 59%. Individuals with autism (17%) and multiple disabilities (16%) have the lowest independent living rates of any disability category and individuals with multiple disabilities (24%) and intellectual disability (19%) were least likely to participate in independent living activities such as obtaining a credit card when compared with other disability categories.

Finally, individuals with disabilities also struggle to maintain friendships upon graduation from high school. When examining all disability categories, individuals with autism (48%) and multiple disabilities (53%) were least likely to see their friends outside of school while individuals with intellectual disability (17%) are least likely to contact friends through the computer (Newman et al., 2011).

Transition-related Instruction

Research has indicated one way to combat these poor post-school outcomes is by providing transition services (Test et al., 2009). The Individuals with Disabilities Education Act (IDEA; 2004) defines transition services as:

> a coordinated set of activities for a child with a disability that (a) is designed to be a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported

> employment), continuing and adult education, adult services, independent living, or community participation; (b) is based on the individual child's needs, taking into account the child's strengths, preferences, and interests [IDEA; 34 CFR 300.43 (a)] [20 U.S.C. 1401(34)].

To provide guidance to schools when delivering transition services, researchers have identified a framework of essential components (a) community/agency collaboration, (b) daily living training, (c) employment preparation program participation, (d) general education/inclusion, (e) paid or unpaid work experience, (f) parent/family involvement, (g) social skills training, and (h) self-determination training (Landmark, Ju, Zhang, 2010). Self-determination is described as:

> a combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior. An understanding of one's strengths and limitations together with a belief in oneself as capable and effective are essential to self-determination. When acting on the basis of these skills and attitudes, individuals have greater ability to take control of their lives and assume the role of successful adults in our society (Field, Marin, Miller, Ward, & Wehmeyer, 1998, p. 2).

Additionally, Wehmeyer (1999) identified component elements of self-determined behavior as: (a) choice-making skills; (b) decision-making skills; (c) problem-solving skills; (d) goal-setting and attainment skills; (e) self-observation, self-evaluation, and self-reinforcement skills; (f) self-instruction skills; (g) self-advocacy and leadership skills; (h) internal locus of control; (i) positive attributions of efficacy and outcome expectancy; (j) self-awareness; and (k) self-knowledge.

Improved self-determination skills have been associated with positive post-school outcomes (Wehmeyer & Schwartz, 1997). For example, Wehmeyer and Schwartz (1997) examined the relationship between levels of self-determination and post-school outcomes by conducting a regression analysis on post-school survey results for 80 students, one year out of high school who had learning disabilities or intellectual disability for two levels of self-determination (i.e., low and high). Results indicated students with higher levels of self-determination during their last year of high school were more likely to (a) maintain checking and savings accounts, (b) be employed, and (c) have higher wages.

One way to provide students with self-determination instruction is through facilitating involvement in the transition planning process (Field et al, 1998; Test et al., 2004). Field et al. (1998) identified self-determination skills that can be enhanced through participation in the transition planning process including self awareness, self-advocacy, self-efficacy, decision-making, independent performance, self-evaluation, and adjustment. Student participation in transition planning can include involvement in both developing Individualized Education Program (IEP) and pre-planning activities such as receiving instruction on how to participate in the meeting and involvement in experiences and activities to help students learn about their interests, skills, and limits (Field et al., 1998). Additionally, Konrad and Test (2004) identified four phases of the IEP process: planning, drafting, meeting to revise, and implementing.

Student involvement in these processes has been associated with high levels of self-determination skills (Williams-Diehm, Wehmeyer, Palmer, Soukup, & Garner, 2008). For example, Williams-Diehm et al. (2008) examined differences in levels of self-determination between groups of students who had different levels of participation in

their IEP meeting. Participants included students with intellectual disability, learning disability, autism, emotional or behavioral disorder, hearing impairment, other health impairment, speech language impairment, and/or visual impairment. Students were placed into two groups according to their level of participation in the IEP meeting. Results indicated students who were rated with a high level of involvement in their IEP had significantly higher self-determination scores on both scales of self-determination. In addition, a second analysis found students who had higher levels of self-determination participated more in their IEP meetings.

Because research has indicated a relationship between participation in the IEP meeting and increased levels of self-determination, research has identified ways to teach students to actively participate in the development of their IEP (Martin et al., 2006; Test et al., 2004; Wood, Fowler, Uphold, & Test, 2005). For example, Test et al. (2004) conducted a review of interventions designed to promote participation in the IEP process and identified 16 studies involving 309 participants. Disability categories included learning disabilities, intellectual disability, developmental disability, combination of learning, emotional, health, and/or orthopedic disabilities, serious emotional disturbance or emotional disorder, cognitive deficits and behavior disorders, other health impairments, orthopedic disabilities, traumatic brain injury, autism, and Landua-Kleffner Syndrome. Of the 16 studies identified, 10 included participants with intellectual disability, developmental disabilities, and/or autism and findings indicated students with these and similar disabilities can benefit from instruction on IEP participation. Common instructional elements included verbal rehearsal; role-playing; and use of verbal, visual, or physical prompts.

Although research has identified ways to provide students with instruction to participate in the transition planning process (Test et al., 2004), in order to make participation meaningful, students need information to make informed choices (Mazzotti, Test, Wood, & Richter, 2010; Powers, Turner, Matuszewski, Wilson, and Loesch, 1999; Richter & Test, 2011). In order to make informed choices, students must be provided with information on what their options are. Recently, research designed to provide students with information to make meaningful choices has emerged (Mazotti, Test, Wood, Richter, 2010; Richter & Test, 2011; Woods, Sylvester, & Martin, 2010). First, Woods, Sylvester, and Martin (2010) investigated the effects of the *Student-Directed Transition Planning*, an eight lesson curriculum teaching students transition content (e.g., awareness of self, transition terms, goal setting, interagency collaboration), on student knowledge and self-efficacy for 19 high school students, including those with intellectual disability and multiple disabilities. The researchers conducted a pre-post experimental study with random assignment to intervention and control groups and used knowledge tests to evaluate the participants' ability to learn the content and the Student Self-Efficacy Scale to measure participants' perceptions of what they could do at their next IEP meeting. While results indicated a significant gain for the experimental group in knowledge and self-efficacy scores, these results should be interpreted with caution as pretest differences between the groups already existed. Furthermore, while this study examined the effects of teaching transition content on students' knowledge and perceptions of what they could do at their IEP meeting, it did not investigate the effects on their ability to actually make choices.

Second, two studies have looked at teaching students post-school options and to apply their knowledge by expressing post-school goals and/or preferences. First, Mazzotti et al. (2010) examined the effects of computer-assisted instruction in post-school options and opportunities on students' knowledge of options and opportunities for students with mild to moderate intellectual disability. Results indicated students were able to gain knowledge about post-school options and opportunities and generalize the information to an informal conversation when provided with an opportunity to express their post-school preferences and supports needed.

In a second study examining the effects of post-school options instruction, Richter and Test (2011) conducted a study designed to teach students to select their post-school goals based on post-school options available to them in their community. Multi-media social stories were used to teach three students with significant cognitive disabilities information about possible post-school options and post-school opportunities. Using a multiple probe across participants design, results indicated all three students gained knowledge of post-school options and opportunities. In addition, students were able to generalize their knowledge to an informal transition planning meeting and express preferences, along with a rationale, about what their post-school goals were. Given that research has identified a relationship between high levels of self-determination with participation in the transition planning process, and students can learn to make informed choices through instruction in post-school options, it is critical teachers continue to provide instruction that informs students of possibilities for their post-school life.

However, research has indicated teachers have not received adequate training to do this (Wandry et al., 2008) and students are still not being meaningfully involved

(Martin, Marshall, & Sale, 2004; Mason, McGahee-Kovac, Johnson, & Stillerman, 2002; Zhang & Stecker, 2001). For example, Martin et al. (2006) conducted observations of 109 IEP meetings for students with a variety of disabilities including intellectual disability, other health impairments, and multiple disabilities. Results indicated that although teachers and family members reported participating "a lot" in meetings, students spoke during only 3% of the intervals compared to 51% of the intervals for special education teachers. Additionally, only one third of students expressed opinions or discussed their goals and students reported significantly lower knowledge about the IEP than all other team members. Similar results were found by Cameto, Levine, Wagner, and Marder (2003), who examined contributions, specifically for students with developmental disabilities, and found contribution rates of 2% to 3%.

These low levels of involvement are not surprising considering teachers report having little time to teach IEP participation skills (Wehmeyer, Agran, & Hughes, 2000). A possible explanation for this lack of time could be due to teachers having to focus on teaching more academic skills due to mounting legislative pressure to focus on academics. For example, No Child Left Behind (NCLB; 2001) has called for 100% proficiency rate in reading and mathematics in the 2013-2014 school year. Additionally, the most recent reauthorization of the Individuals with Disabilities Education Act (IDEA; 2004) requires access to the general education curriculum and participation in large scale assessments aligned with NCLB for students with disabilities.

In addition, recommendations have been released for the reauthorization of the Elementary and Secondary Education Act. In it, is a call that "every student should graduate from high school ready for college and a career" (Blueprint, p. 7). As a result,

the Common Core State Standards (CCSS; Common Core State Standards Initiative, 2010) have been released which are a national set of academic standards that have been adopted by 42 states and the District of Columbia (Boyer, Phillips, Jones, & Witzel, 2011). Standards have been developed across academic areas and include math, reading, writing, language, and speaking and listening. These standards plus legislation such as NCLB and IDEA have leaders in the field questioning what place instruction in life skills, such as self-determination, will have in the classroom (Ayres, Douglas, Lowrey, & Sievers, 2011; Bouck, 2009).

Teaching Self-Determination and Academics Simultaneously

One way to solve the struggle between delivering instruction in the transition process and instruction in academics may be to deliver them simultaneously (Bassett & Kochhar-Bryant, 2006; Blalock, et al., 2003; Stang, Carter, Lane, & Pierson, 2009; Zhang, Ivester, Chen, & Katsiyannis, 2005). In a review conducted by Fowler, Konrad, Walker, Test, and Wood (2007) on the effects of self-determination interventions on the academic performance of students with intellectual disability, research was identified supporting the merging of self-determination instruction and academics. The review included 11 studies conducted between 2000 and 2005. Findings yielded academic variables in both language arts and math across 11 studies; however, none of the studies examined the effects of a self-determination intervention on listening and speaking skills.

Listening and speaking skills are included in the CCSS and require students to gain and receive information through listening, speaking, and media. One example of a standard requires students to "present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development,

and style are appropriate to task, purpose, and audience" (Common Core State Standards Initiative, 2010). It is critical; therefore, that research is conducted with a variety of populations to identify the best ways to teach presentation skills.

There is very little research in presentation skills for students with or without disabilities. For example, Morreale, Backlund, Hay, and Moore (2011) conducted review of oral communication assessment literature from 1975 to 2009 for students without disabilities. Findings included 434 presentations, 89 journal articles, and 35 other publications and indicated the assessment of communication has received less attention in the research recently, with the highest number of articles published in the 1990s and a steady decline since. Additionally, although specific numbers were not reported, the authors identified speaking and listening skills as less frequently emphasized when compared with other skills and stated there is a "modest level of interest" in speaking and listening. The review, while shedding some light on communication research, did not provide details on listening and speaking. Other research in presentation skills is limited in design including case studies (Kerby & Romine, 2009), qualitative (Feiler & Watson, 2010), and action research (Curto & Bayer, 2005). Additionally, the majority of research has not investigated the effects of an intervention on student presentation skills but focuses more on examining supporting factors such as peer and teacher assessments of oral presentations (Magin & Helmore, 2001) and stakeholder perceptions of technical oral presentations (Bhattacharyya, Patil, & Sargunan, 2010).

When examining research on presentation skills for students with disabilities, little was found. One study has examined the effects of teaching presentation skills to students with learning disabilities. Scheeler, Macluckie, and Albright (2010) examined

the effects of immediate feedback delivered by peer tutors on presentation skills of four high school students with learning disabilities. They used a multiple-baseline across-participants design; however, they had students work in dyads and therefore had only two tiers. The intervention was designed to decrease inappropriate presentation skills (i.e., speaking too quickly, rocking behavior, and incorrect inflection in voice). Students received immediate feedback from peer tutors by having the peer speak through a wireless microphone that transmitted to a small speaker in the presenter's ear. Peers were taught how to use the wireless microphone and how to develop and deliver feedback (e.g., "slow down). Results indicated students were able to decrease their inappropriate presentation behaviors and both students and peers indicated they felt the wireless microphone was a good way to provide feedback. Although this study did not include students with developmental disabilities, it does indicate students with disabilities can learn to improve their ability to deliver effective presentations.

In addition, there has been research examining the effects of teaching students to participate in their IEP meetings with presentation instruction embedded. For example, Lancaster, Schumaker, and Deshler (2002) investigated the effects of teaching students the *Self-Advocacy Strategy* on levels of participation in IEP meetings with 22 students with mild disabilities. Students were first provided instruction on the IPLAN behaviors, a mnemonic strategy to guide students through a sequence of steps in a process, (a) **I**nventory strengths, needs, goals, and choices, (b) **P**rovide the inventory, (c) **L**isten and respond, (d) **A**sk questions, and (e) **N**ame your goals. Students were then provided with instruction on the presentation skills by learning SHARE behaviors including (a) **S**it up straight, (b) **H**ave a pleasant tone of voice, (c) **A**ctivate your thinking, (d) **R**elax, and (e)

Eye Contact. Students were taught both the IPLAN and SHARE behaviors through role play and modeling. Students were divided into three groups including a live instruction group led by the teacher, an interactive hypermedia group where students were provided instruction primarily through a computer program, and a no instruction group. A multiple probe across students design indicated a functional relation between either type of instruction and students' ability to answer probe questions on information regarding participation in IEP meetings; however, presentation or SHARE behaviors were not measured specifically. While this research did not measure the impact on presentation skills, it does indicate students can learn to participate in their IEP meeting including using appropriate presentation behaviors within the context of learning to lead an IEP meeting.

The majority of IEP curricula teaching presentation skills (i.e., *Self-Advocacy Strategy*, *Self-Directed IEP*, and *Whose Future is it Anyway?*) use a variety of demonstration techniques including modeling (Lancaster, Schumaker, & Deshler, 2002), role-playing (Wehmeyer & Lawrence, 1995), and example and nonexamples (Kelley, Bartholomew, & Test, 2011). However, live modeling can be time consuming and costly (Charlop-Christy et al., 2000). One possible alternative to live modeling is video-modeling (Bellini & Akullian, 2007; Olay & Vuran, 2010). Video modeling is based on Bandura's Social Learning Theory which theorizes that human behavior is learned through observation and modeling of others (Corbett & Abdullah, 2005). While both video modeling and in-vivo modeling can teach behavior through student observation, research has identified advantages such as time and cost to using video modeling over in-vivo-modeling (Charlop-Christy et al., 2000). In addition, video-modeling allows the

instructor to eliminate irrelevant stimuli from the environment and helps focus the learner's attention on the target behavior (Bellini & Akuillian, 2007).

A literature review, conducted by Delano (2007), focused on studies using video modeling to teach skills to individuals with autism. Social and communication behaviors were identified as the most common dependent variables and video-modeling was identified as an effective way to teach them. Additionally, Bellini and Akullian (2007) conducted a meta-analysis of video modeling and self-modeling interventions for students with autism. The authors identified 23 studies. Results indicated the percentage of non-overlapping data (PND) to be 81% for all studies examining video-modeling across a variety of dependent variable and 77% PND for both video (n=15) and/or video self-modeling (n=8) for social-communicative skills. Additionally, a PND of 82% was found for generalization effects of video modeling across all dependent variables.

Considering video-modeling has been effective at teaching a variety of speaking and listening skills, it is possible it can also be used to teach students to communicate through a formal presentation. While the majority of the research has been conducted with students with autism (Gul & Voran, 2010), video-modeling has shown to be effective at teaching other skills such as life skills to students with developmental disabilities (National Secondary Transition Technical Assistance Center, 2011). For example, the National Secondary Transition Technical Assistance Center (2011) has identified using video modeling to teach food preparation skills and to teach home maintenance skills as evidence-based practices with a moderate level of evidence. Both practices are based on studies conducted with students with both autism and intellectual disability.

Despite the lack of research in teaching students with disabilities to deliver formal presentations, teachers are required to assess students on their ability to deliver them. While video-modeling has been shown to be effective at teaching the broader category of social-communicative skills, most of this research has been conducted with individuals with autism; however, research does support video modeling to teach other skills to students with developmental disabilities.

While the debate over transition and standards-based education continues (Ayres, Douglas, Lowrey, & Sievers, 2011; Bassett & Kochhar-Bryant, 2006; Bouck, 2009), teachers need research-based interventions that allow them to teach academics and life skills simultaneously (IDEA, 2004). Although previous research has identified ways to instruct students in post-school options and transition skills (Mazzotti, Test, Wood, & Richter, 2010; Richter & Test, 2011) the absence of a link to academics is a limitation. In addition, research that has provided both instruction in self-determination and academics (Konrad & Test¸ 2007; Konrad, Trela, & Test, 2006) has not included speaking and listening skills as a topic of research. Research has indicated students with learning disabilities can learn speaking and listening skills such as delivering presentations and the CCSS has identified this as a skill on which all students are to be assessed. In order to ensure students are provided with individualized instruction that will help them meet their functional post-school needs, it is critical research identifies ways for teachers to teach both academic and life skills.

Significance and Contributions

This study has the potential to make multiple contributions to the existing literature. First, presentation skills have been taught in only one study (Scheeler et al.,

2010) and this study was conducted with students with mild disabilities. The proposed study would expand the literature base in presentation skills and extend the research to include students with developmental disabilities. Second, video modeling has been shown to be effective in other similar visually-based skills, but has not been used to teach presentation skills. This study would expand the literature to include a wider variety of instruction delivered to teach presentation skills. Third, this study will specifically teach a skill identified in the CCSS and will measure participants' performance based directly from the standard. Fourth, while research has examined teaching both academics and self-determination simultaneously, this study could provide an additional strategy for teaching students information to learn life skills knowledge in an academic context.

Purpose

Based on the lack of research identifying ways to instruct students in delivering presentations and identifying their post-school options, the purpose of this study was to examine the effects of post-school options instruction on the knowledge of options and ability to orally present personal post-school goals for high school students with developmental disabilities.

Research Questions

The study answered the following research questions:

1. What is the effect of post-school options instruction and video modeling on the ability to orally deliver presentations?
2. What is the effect of post-school options instruction and video modeling on the knowledge of post-school options?

3. To what extent does instruction on post-school options and video modeling generalize to participation in informal transition planning meetings?
4. What are students' perceptions of their experience with, and effects of, lessons to present information on their post-school goals?
5. What are teachers' perceptions of treatment acceptability of instruction and students' ability to participate in their informal transition meetings?
6. What are special education teachers' perceptions of students' ability to improve their ability to participate in informal transition meetings?

Delimitations

This study has several delimitations. First, the instruction provided is not designed to be a curriculum presenting a comprehensive list of post-school options. Students are only taught three options to consider when setting post-school education and independent living goals. In addition, students are taught to consider their interests when setting an employment goal and not provided with instruction about their strengths and needs. Instruction is limited to providing students with a starting level of knowledge to help them make choices they will possibly further refine once the study is completed. Second**,** this study does not investigate more traditional academic skills such as reading, writing, and math. Third, this study does not measure generalization in actual IEP meetings. Finally, students' presentation skills will not be assessed to determine if they generalize to other presentation topics.

Definitions

Developmental Disabilities: "a severe, chronic disability of an individual that is (i) attributable to a mental or physical impairment or combination of mental and

physical impairments; (ii) is manifested before the individual attains age 22; (iii) is likely to continue indefinitely; (iv) results in substantial functional limitations in 3 or more of the following areas of major life activity: (I) self-care, (II) receptive and expressive language, (III) learning, (IV) mobility, (V) self-direction, (VI) capacity for independent living, (VII) economic self-sufficiency; and (v) reflects the individual's need for a combination and sequence of special, interdisciplinary, or generic services, individualized supports, or other forms of assistance that are of lifelong or extended duration and are individually planned and coordinated" (The Developmental Disabilities Assistance and Bill of Rights Act, 2000, 102[8]).

Communication: "the exchange of a message between a sender and a receiver, such that the message is understood…communication requires a form (i.e., a way to send a message), content (i.e., something to talk about), and a reason or purpose" (Downing, 2001).

General curriculum access: Access to the general curriculum is provided by participating in instruction aligned with state content standards in order to participate in alternate assessments. While there is no mandated location for this instruction, the assessments must be clearly linked to grade level content and they can be restricted in its scope or complexity by focusing on introductory or prerequisite skills (Browder et al., 2007)

Life skills: skills that are relevant to independent, day to day living including skills used to manage a home, cook, shop, and organize personal environments (Cronin, 1996).

Post-school: After completion of high school including "post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation" (IDEA, 2004, 602[34]).

Post-school Options: IDEA (2004) requires a student's IEP to include post-school goals in employment, postsecondary education, and independent living (if applicable).

Self-determination: "a combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior. An understanding of one's strengths and limitations together with a belief in oneself as capable and effective are essential to self-determination. When acting on the basis of these skills and attitudes, individuals have greater ability to take control of their lives and assume the role of successful adults in our society" (Field, Marin, Miller, Ward, & Wehmeyer, 1998, p. 2). Additionally, Wehmeyer (1999) identified component elements of self-determined behavior as: (a) choice-making skills; (b) decision-making skills; (c) problem-solving skills; (d) goal-setting and attainment skills; (e) self-observation, self-evaluation, and self-reinforcement skills; (f) self-instruction skills; (g) self-advocacy and leadership skills; (h) internal locus of control; (i) positive attributions of efficacy and outcome expectancy; (j) self-awareness; and (k) self-knowledge.

Rule relationships: "a proposition that specifies a connection between at least two facts, discriminations, or concepts" (Kameenui & Simmons, 1990, p. 180).

Speaking and listening skills: skills that help students "gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and

speaking as well as through media" (Common Core State Standards Initiative, 2010).

Transition services: "a coordinated set of activities for a child with a disability that (a) is designed to be a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; (b) is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation" (IDEA, 2004, 602[34]).

Video Modeling: "a technique that involves demonstration of desired behaviors through video representation of the behavior. A video modeling intervention typically involves an individual watching a video demonstration and then imitating the behavior of the model. Video modeling can be used with peers, siblings, adults, or self as a model" (Bellini & Akullian, 2007).

CHAPTER 2: REVIEW OF LITERATURE

Students with disabilities have historically had poor post-school outcomes when compared to their peers without disabilities (Blackorby & Wagner, 1996; Newman, Wagner, Cameto, & Knockey, 2009). Many of the earliest reports of post-school outcomes for students with disabilities focused on employment outcomes (Hasazi, Gordon, & Roe, 1985; Mithaug, Horiuchi, & Fanning, 1985; Wehman, Kregal, & Seyfarth, 1985). For example, Wehman et al. (1985) reported post-school employment outcomes for students with severe disabilities. The sample of 175 individuals was drawn from four areas of Virginia. Results indicated a 21% employment rate with 9% of individuals working in sheltered settings and 12% of individuals working competitively. Additionally, 24% of the individuals had found a job through school guidance and 80% of the sample received no vocational services.

In addition to only focusing on employment, many of these studies were bound by geographic location (Levine & Edgar, 1994; Repetto, Tulbert, & Schwartz, 1993). It was not until the first National Longitudinal Transition Study (NLTS) was conducted that outcomes were reported for a national sample of individuals with disabilities (Blackorby & Wagner, 1996). Blackorby and Wagner (1996) examined post-school outcomes for a national sample of individuals with disabilities (n=1,990). Results indicated, although employment for students with disabilities had risen between 2 and 3 years out of school, only 57% of individuals with disabilities who had been out of school up to 3 to 5 were

working compared to 69% of their peers without disabilities who had been out of school the same amount of time. In addition 14% of students with disabilities had attended postsecondary education while 53% of their peers without disabilities had attended. Finally, rates of independent living were reported and results indicated 13% of individuals were living alone, with a spouse or roommate, in a college dorm, or in military housing not as a dependent compared to one third of the general population.

Although most outcome studies continued to be limited to specific geographical locations (Benz, Yovanoff, & Doren, 1997; Sample, 1998) outcomes for specific populations were also studied (e.g., emotional behavioral disorder; Malmgren, Edgar, & Neel, 1998) and researchers started analyzing data collected in order to identify predictors of post-school outcomes. For example, Benz, Yovanoff, and Doren (1997) collected outcome data from individuals with and without a variety of disabilities in Oregon and Nevada. Significant predictors of improved employment outcomes included students with (a) high academic skills, (b) two or more work experiences during school, (c) high social and job search skills at the time of school exit, and (d) no vocational needs one year out of high school.

As a follow up to the NLTS, the National Longitudinal Transition Study-2 was conducted to examine post-school outcomes for individuals with disabilities in several waves of data collection from 2000-2010 (Newman et al., 2011). Data from wave five indicated individuals with disabilities continued to lag behind their peers without disabilities in all post-school outcome areas. For example, individuals with disabilities had employment rates of 60.2% compared to a rate of 66.1% for students without disabilities. Individuals with disabilities also experienced lower rates of postsecondary

attendance at 60.1% compared to 67.4% for individuals without disabilities. Finally, 44.7% of individuals with disabilities lived independently and were less likely to have a savings account, credit card, and checking account when compared to 59% of individuals without disabilities living independently.

While poor post-school outcomes have persisted over time, students who have received transition services have had better post-school outcomes (Test et al., 2009). However, with increasing focus on academics, educators are faced with having to eliminate transition instruction in favor of academic topics (Bouck, 2009). A possible solution is to teach both topics simultaneously. Therefore, this literature review includes topics related to (a) teaching students to participate in transition planning, (b) teaching students presentation skills, and (c) teaching both life skills and academics simultaneously.

Teaching Students to Participate in Transition Planning

Field et al. (1994) described the transition planning process as activities that revolve around developing the IEP such as receiving instruction in transition-related content and participating in the IEP meeting. Additionally, Konrad and Test (2004) described the IEP process as including four different stages. The first stage, planning, involves determining strengths and needs and setting goals. Second, the drafting stage involves drafting the IEP including writing goals and listing supports. Third, the meeting stage involves the IEP team gathering together to discuss the IEP draft and making necessary changes. Finally, the fourth stage, implementation, is working towards achieving IEP goals through monitoring and instructional adjustments. Test et al. (2004) conducted a literature review of studies designed to increase involvement in transition

planning for students and parents in the IEP process. A total of 16 studies were identified. Results indicated students with a variety of disabilities were included and a variety of approaches were used to teach students to participate in their IEP meetings including published curricula and person-centered planning. Based on the descriptions provided in the literature review, the interventions taught students to participate or explored themes in three of the four stages (i.e., planning, meeting, implementation). While several studies investigated the effects of the intervention on student participation in multiple stages, some did not look at students involvement at all (i.e., measured level of self-determination only; Wehmeyer & Schwartz, 1997).

Planning

Test et al. (2004) reviewed five studies in which interventions were primarily focused on improving planning for the IEP meeting (Cross, Cooke, Wood, & Test, 1999; Flannery et al., 2000; Hagner, Helm, & Butterworth, 1996; Powers, Turner, Matuszewski, Wilson, & Phillips, 2001; VanReusen & Bos, 1994). Of these five studies, two examined curricula (Powers, Turner, Matuszewski, Wilson, & Phillips, 2001; VanReusen & Bos, 1994), two examined person-centered planning approaches (Flannery et al., 2000; Hagner, Helm, & Butterworth, 1996), and one compared a portion of a curriculum (i.e., Choicemaker) to a person-centered-planning approach (i.e. McGill Action Planning System; Cross, Cooke, Wood, & Test, 1999). Four of the studies were experimental and three of them taught students to participate in the process by improving the quality of IEP goals, increasing student knowledge of transition planning needs, and increasing level of student and parent transition awareness (Powers, Turner, Matuszewski, Wilson, & Phillips, 2001; VanReusen & Bos, 1994). A fourth experimental

study resulted in significant increases in perceptions of the transition-planning process from team members, increase in the number of goals, increase in support, and higher levels of team members' satisfaction (Flannery et al., 2000). Finally, one qualitative study identified themes related to the planning meeting including who participates (family, professionals, friends), how a positive focus is maintained, how the focus person can control the meeting, and the role of the facilitator (Hagner, Helm, & Butterworth, 1996).

Since the review of literature, there have been several studies designed to increase and/or improve planning for transition meetings. First, Woods, Sylvester, and Martin (2010) investigated the effects of the *Student-Directed Transition Planning*, a curriculum designed to enhance high school to life planning partnerships for students with mild and/or moderate disabilities, their families, and educators on knowledge and self-efficacy. Participants included 19 high school students with learning disabilities, emotional behavioral disorder, intellectual disability, multiple disabilities, other health impairment, vision, or traumatic brain injury. *Student-Directed Transition Planning* was a teacher delivered, eight lesson curriculum designed to teach students transition terms and concepts needed to participate in transition planning meetings (e.g., awareness of self, transition terms, goal setting, and interagency collaboration). Educators used a teacher's guide presenting step-by-step scripted lessons, delivered through Powerpoint. Students were taught terms and concepts and how to organize and present the information by generating the *Student-Directed Summary of Performance*. A pre-post experimental design with random assignment to the intervention and control groups was used to determine the effects of the intervention on student knowledge of transition information

while and student perceptions of their ability to participate in their next IEP meeting. Results indicated students in the treatment group had statistically higher transition knowledge scores and levels of self-efficacy when compared to the control group post-intervention.

Second, Mazzotti, Test, Wood, and Richter (2010) examined the effects of computer-assisted instruction about post-school options and opportunities on students' knowledge of options and opportunities with four secondary students with mild to moderate intellectual disability. The instruction was delivered through Powerpoint and students were taught to identify their choices and options. The instructor used a model, lead, test format and provided additional booster sessions to students who did not meet mastery criteria. A multiple baseline across outcome areas indicated a functional relation between the computer-assisted instruction and student knowledge in post-school options and opportunities. Additionally students were able to generalize the information to an informal conversation where they were provided with the opportunity to express their post-school preferences and supports needed.

Third, Richter and Test (2011) conducted a study examining the effects of teaching post-school options on knowledge of options to three high school students with severe disabilities. Multi-media social stories were used to provide the students information about post-school options and post-school opportunities. A multiple-baseline across participants indicated a functional relation between the social stories and an increase in knowledge of post-school options and opportunities. In addition students were able to generalize their knowledge to an informal transition planning meeting and express preferences along with a rationale.

Fourth, Wehmeyer, Palmer, Lee, Williams-Diehm, and Shogren (2011) examined the effects of a curriculum to promote student participation in the transition planning process, *Whose Future is it Anyway?* (WFA), on levels of self-determination and knowledge of transition planning for 493 middle or high school students with a learning disability, intellectual disability, attention deficit hyperactivity disorder, emotional or behavioral disorder, other health impairment, autism, or students considered "other." WFA was a 36 lesson curriculum designed to promote participation in the transition planning process by teaching students topics such as (a) developing self- and disability-awareness, (b) making decisions about transition-related outcomes, (c) identifying community resources, (d) writing and evaluating transition goals, (e) communicating effectively in small groups, and (f) developing skills to become an effective team leader and/or advocate. Using a randomized trial, placebo control group design, results indicated students in both the control and experimental groups gained self-determination skills over time, however; students participating in the WFA instruction had significantly higher self-determination scores than students in the control group. Additionally, students who spent more time receiving instruction in WFA were more likely to have more transition knowledge.

Fifth, Lee et al. (2011) investigated the effects of WFA paired with a computer-based reading support program on levels of self-determination and self-efficacy and knowledge of transition planning for 168 junior high and middle school students with learning disabilities, intellectual disability, emotional or behavioral disorders, autism, attention deficit hyperactivity disorder, speech disorder, and other health impairment. School campuses were randomly assigned to either an experimental or control group and

both groups received instruction in selected lessons of WFA while the experimental group also received *Rocket Reader*, a cognitively accessible audio reader allowing students to access electronic materials in an audio format. Levels of self-determination were measured using the Arc's Self-Determination Scale and the AIR Self-Determination Scale, while knowledge of transition planning and self-efficacy for educational planning were measured using WFA supplementary materials. Results indicated both groups improved in all measures; however, the experimental group using *Rocket Reader* had significantly higher scores on the self-regulation subscale of the AIR Self-Determination Scale and transition knowledge test when compared with the control group.

Drafting

Although Test et al. (2004) did not identify any studies designed to teach students to increase their participation in drafting the IEP, since this review, three studies have been published. First, Konrad and Test (2004) investigated the effects of instruction in using an IEP template on knowledge, accuracy, and completeness of filling out an IEP template for seven middle school students with learning disabilities or intellectual disability. The IEP template included (a) vision statement/strengths, (b) needs/goals, and (c) services/least restrictive environment. The intervention included 18 sessions divided over three phases including vision/present levels, goals/objectives, and services/accommodations. Lessons consisted of a variety of teaching strategies including journal writing, KWLs, direct instruction in vocabulary, surveys in interests and needs, and teacher modeling of writing goals. Results indicated a significant difference in pre- and post-intervention scores in knowledge and a single subject and a multiple baseline across IEP template skills indicated a functional relation between instruction in using the

template and students' abilities to complete an IEP template. While this study taught students to complete sentence started to draft parts of their IEP, students did not write out full sentences and paragraphs.

Two follow-up studies extended the Konrad and Test (2004) study by teaching students how to write their IEP goals using full sentences and paragraphs. First, Konrad, Trela, and Test (2006) conducted a study teaching high school students with physical and cognitive disabilities (i.e., intellectual disability, learning disabilities, multiple disabilities) to improve their ability to write IEP goal paragraphs. Researchers taught students GO 4 IT…NOW!, a writing mnemonic based on the self-regulation strategy development model and included teaching students to identify their goal, objectives, and timeline and to check their paragraphs to make sure they named their topic, ordered their steps, and wrapped it up by restating the topic. Eleven, 45-minute lessons consisted of a review of previous material, statement of objective, teacher input/modeling, practice with feedback, and a review of the lesson. A multiple baseline across students design indicated a functional relation between instruction in goal writing and an increase in both the content and quality of IEP goal paragraphs using the mnemonic strategy and maintaining their skills over time. Additionally, students were able to generalize their skills to daily writing paragraphs on recently learned core material in other classes.

Second, Konrad and Test (2006) conducted a follow-up study using a multiple probe across groups of students to examine the effects of GO 4 IT…NOW! on paragraph writing for 12 students with learning disabilities, other health impairments, behavior/emotional disorders, and mild intellectual disability. Researchers examined written articulation of goal paragraphs, quality of goal paragraphs before and after

intervention, and quality of paragraphs on topics other than goal setting. Additional measures were related to length and number of correct word sequences for both goal and generalization paragraphs. A multiple probe across groups of students indicated a functional relation in improvement in written articulation and quality of both goal and generalization paragraphs but not in increasing the length and number of correct word sequences in either type of paragraph. Additionally, students were able to maintain their skills over time.

Meeting to Revise

Test et al. (2004) identified 10 studies designed to teach students to increase participation in their IEP or transition planning meetings (Allen, Smith, Test, Flowers, & Wood, 2001; Mason, McGahee-Kovac, Johnson, & Stillerman, 2002; Powers, Turner, Matuszewski, Wilson, & Phillips, 2001; Snyder, 2002; Snyder & Shapiro, 1997; Timmons & Whitney-Thomas, 1998; Van Ruesen & Bos, 1994; Van Reusen, Deshler, & Schumaker, 1989; Whitney-Thomas, Shaw, Honey, & Butterworth, 1998; Whitney-Thomas & Timmons, 1998). Of these 10 studies, seven examined the effects of a published curriculum including the *Self-Directed IEP* (Allen, Smith, Test, Flowers, & Wood, 2001; Snyder, 2002; Snyder & Shapiro, 1997), *IEP Participation Strategy* (Van Reusen & Bos, 1994; Van Reusen, Deshler, & Schumaker, 1989), *Student-led IEPs: A Guide for Student Involvement* (Mason-McGahee-Kovac, Johnson, & Stillerman, 2002) and *TAKE CHARGE for the Future* (Powers, Turner, Matuszewski, Wilson, & Phillips, 2001), while three qualitative studies investigated themes around *Whole Life Planning* (Timmons & Whitney-Thomas, 1998; Whitney-Thomas, Shaw, Honey, & Butterworth, 1998; Whitney-Thomas & Timmons, 1998). The experimental studies primarily focused

on increasing student participation in the IEP meeting including quantity of contributions, and type of contributions, student meeting behaviors.

Since the review, an additional six studies designed to teach students to participate in IEP or transition planning meetings have been published. First, Lancaster, Schumaker, and Deshler (2002) compared the effects of the *Self Advocacy Strategy* (SAS) delivered by a teacher to the SAS delivered by an interactive hypermedia computer program on knowledge of the strategy and the number of responses, use of the strategy, use of appropriate communication behaviors, and number of goals participants contributed during IEP meetings. Students are first taught appropriate meeting behaviors (e.g., eye contact, posture) and then taught I PLAN, mnemonic to participating in the meeting including (a) **I**nventory your strengths, needs, goals, and choices, (b) **P**rovide your inventory, (c) **L**isten and respond, (d) **A**sk questions, and (e) **N**ame your goals. Instruction on each of these steps was provided through modeling and role-playing. Students were divided into three groups including one that received live instruction by a teacher, one that received instruction through an interactive hypermedia program, and one that received no instruction. A multiple-probe across participants design indicated a functional relation between the SAS and number of relevant responses made during the meeting while a pre- and post-intervention design indicated an increase in student knowledge of the strategy for both groups receiving instruction but no increase for students not receiving instruction.

Second, Hammer (2004) investigated the effects of the SAS on the quality of student involvement in IEP meetings with three students with learning disabilities or Attention Deficit Disorder. Data were collected on students' ability to answer 10 probe

questions related to their IEP meeting during baseline, however; student performance in the IEP meeting, both simulated and real, was measured after the intervention was complete. The SAS was taught through the CD-ROM over the course of seven lessons and students also participated in additional role-play and review sessions prior to their IEP meeting. A multiple baseline, across subjects design indicated improvement in student contributions, however; because the dependent variable was different during baseline and after intervention, a functional relation could not be established.

Third, Test and Neale (2004) examined the effects of the SAS on the quality of student involvement in IEP meetings with four middle school students with learning disabilities, emotional/behavioral disorder, or intellectual disabilities. Students were taught the SAS, delivered over ten lessons, one-on-one with the teacher. A single subject, multiple probe design indicated a functional relation between the SAS and student answers to probe questions related to their IEP. Additionally, of the three students where maintenance data was collected, all were able to maintain their skills and all students were able to generalize their skills to a real IEP meeting.

Fourth, Martin et al. (2006) examined the effects of the *Self-Directed IEP* (SD IEP) on level of student involvement in IEP meetings for 764 middle and high school students with a variety of disabilities including learning disabilities, intellectual disability, other health impairments, emotional/behavioral disorder, Asperger syndrome, orthopedic impairment, and unidentified disabilities. The SD IEP teaches students appropriate meeting behaviors including asking questions and dealing with differences of opinion and IEP meeting specific behaviors such as expressing goals and stating needed support. The curriculum is taught through 11 scripted steps and includes video modeling, student

assignments, and role-playing. Researchers used a pre/posttest control and intervention design with random assignment of students to either control or intervention group and observed IEP meetings to determine student levels of participation. Results indicated students in the experimental group significantly improved their level of participation in the IEP meetings including starting and leading the meetings, talking during the meetings, and completing leadership steps. In addition, students who received the SD IEP reported significantly higher positive perceptions of their IEP meetings.

Fifth, Arndt, Konrad, and Test (2006) investigated the effects of the SD IEP on student participation in IEP meetings for four students with emotional/behavioral disorder, Autism, and/or a learning disability. The experimenters used a multiple baseline across instructional units and observed student behaviors during mock IEP meetings and then evaluated to see if the participation levels would generalize to real IEP meetings. While results indicated an increase in participation levels, a functional relation cannot be identified due to the truncated baseline sessions for some of the units (e.g., one session).

Sixth, Kelley, Bartholomew, and Test (2011) conducted a study to examine the effects of the SD IEP adapted for the computer on student participation levels in the IEP meeting. The SD IEP was delivered through Powerpoint and instruction was provided to three high school students with mild disabilities. Researchers used a rubric to assess student ability to initiate each step of the curriculum in mock education planning meetings and tested for generalization pre-and post-intervention in education planning meetings. A multiple probe across participants design indicated a functional relation between the SD IEP adapted for the computer and level of involvement in both mock and

real education planning meetings. Additionally, students were able to maintain their skills over time.

Implementing

Although Test et al. (2004) did not identify any studies examining student participation in implementing their IEP, there has been one study examining the effects of instruction on students' ability to implement their IEP. German, Martin, Marshall, and Sale (2000) investigated the effects of *Take Action: Making Goals Happen* on the number of daily goals achieved with six students with intellectual disability. *Take Action* taught students daily goal-attainment through a series of four steps (a) plan, (b) act, (c) evaluate, and (d) adjust. Students were provided with a choice of 30 short-term goals (e.g., keeping a bus pass, making scrambled eggs) that were related to their IEP and were provided with instruction on developing a plan through video modeling, reviewing sample plans, writing practice plans, and developing their own plans. A multiple-baseline across pairs of students indicated a functional relation between *Take Action* and daily goal attainment while a partial withdrawal of instruction (students continued to receive praise and reading and writing assistance with their plans) indicated students were able to continue to achieve their daily goals.

Summary of Teaching Students to Participate in Transition Planning

Research on teaching students to participate in transition planning has provided evidence that students can be taught to participate in all four stages of the IEP planning process. Although the benefits to involving students in their transition planning are numerous including (a) increased levels of self-determination (Wehmeyer, Palmer, Lee, Williams-Diehm, & Shogren, 2011), (b) increased level of participation in IEP meeting

(Kelley, Bartholomew, & Test, 2011), (c) increased empowerment (Powers et al., 2001), and (d) increased self-efficacy (Woods, Sylvester, & Martin, 2010), only two studies directly measured both transition skills (i.e., content of student-written IEP goals) and academic skills (i.e., accuracy of writing; Konrad & Test, 2006; Konrad, Trela, & Test, 2006). Although student presentation skills were not included as a dependent variable in the transition planning studies, many of the curricula described did provide students with instruction on how to present at an IEP meeting.

Teaching Presentation Skills

Although research has explored ways to teach students with disabilities academic skills, and more increasingly, teach academics to students with developmental disabilities, little research exists on ways to teach students presentation skills. Presentation skills is best described by the Common Core State Standards (Common Core State Standards Initiative, 2010) which includes students presenting information, findings, and supporting evidence, adapting speech to a variety of contexts if necessary, and may involve the use of digital media. In addition, presentation skills include non-verbal behaviors including good posture; appropriate voice clarity, tone, and rate; and eye contact (Combes, Walker, Harrell, & Tyler-Wood, 2008). While presentation skills may not currently be considered a primary academic skill, teachers are required to evaluate students on their presentation skills as part of the new Common Core State Standards which have been adopted by 45 states and the District of Columbia (Common Core State Standards Initiative, 2010). In fact, of the six Speaking and Listening standards, three of them are devoted to outcomes associated with presentation skills.

When looking for opportunities to students with disabilities to use presentation skills, one possibility is during an IEP meeting. Participation in an IEP meeting can include multiple behaviors including stating post-school goals (Field et al., 1998). Due to the lack of time to provide instruction solely on self-determination skills, one way to maximize instructional time could be to teach presentation skills in the context of teaching students to lead their own IEPs.

Teaching Presentation Skills to Students with Disabilities

While presentation skills may not currently be a focus of research, there has been one study that investigated the effects of teaching presentation skills to students with disabilities. Scheeler, Macluckie, and Albright (2010) examined the effects of peer-delivered feedback on presentation skills with four high school students with learning disabilities. Students were provided with oral feedback via a bug-in-ear device which students wore while presenting that alerted them to peers providing feedback. Both peers and students were provided with practice opportunities to increase their comfort level using the bug-in-ear and employed components of peer tutoring including (a) active student responding, (b) repetition of oral presentations, (c) opportunity to respond, (d) target behavior demonstration, (e) response from tutor, (f) corrective feedback, and (g) reinforcement. While results indicated students were able to decrease the frequency of inappropriate behaviors during presentations (i.e., speaking too quickly, rocking, inflection with statements) that were maintained at low rates 2 weeks following the conclusion of the intervention, a multiple-baseline across two tiers does not allow a functional relation to be determined. While this study indicates students can benefit from presentation instruction, it is possible that teaching these skills within a functional

context can help educators provide instruction in both academic and life skills at the same time.

Teaching Presentation Skills Within the Context of IEP Curricula

Several curricula designed primarily to teach students how to lead their own IEPs, also embed presentation instruction including *Whose Future is it Anyway?* (WFA; Wehmeyer & Lawrence, 1995), the *Self-Directed IEP* (SD IEP; Martin et al., 2006) and the *Self-Advocacy Strategy* (SAS; Van Ruesen, Deshler, & Schumaker, 1989). These curricula all include strategies on how to present information at an IEP meeting.

Whose Future is it Anyway? First, Wehmeyer and Lawrence (1995) conducted an investigation of the effects of WFA on levels of self-determination, locus control, and self-efficacy and outcome expectancy for education planning for 53 high school students with disabilities including learning disabilities, intellectual disability, other health impairments, and an emotional disorder. In addition to the instruction in transition-related content and skills, students were also taught how to communicate effectively in small groups and how to become an effective team member, leader, or self-advocate. Of the six sections of the curriculum, two were designed to teach students communication skills including *Communicatin'* and *Thank You, Honorable Chairperson.* *Communicatin'* was designed to teach students effective communication strategies including (a) using different types of communication (e.g., verbal, body language), (b) employing communication styles, and (c) developing negotiation, compromising, and persuasion skills. *Thank You, Honorable Chairperson* taught students about meetings including (a) the types and purposes of meetings, (b) steps to holding meetings, and (c) roles of team members. While results were not reported specifically for presentation

skills, a pre- post-intervention analysis was conducted and results indicated students who received WFA did not increase their level of self-determination and locus of control, but they did have significantly higher self-efficacy and outcome expectancy levels when compared to their pre-intervention scores.

Two follow-up studies employed similar procedures for teaching presentation skills including Wehmeyer, Palmer, Lee, Williams-Diehm, and Shogren (2011) who used identical procedures, and Lee et al. (2009) who used selected portions of WFA with a cognitively audio accessible reader to examine the effects on levels of self-determination and self-efficacy and knowledge of transition planning for students with disabilities. Of the 10 lessons selected, four lessons included instruction on presenting and communicating including (a) communicating in small groups, (b) body language and assertiveness, (c) advocating and appealing, and (d) being a good team member. Both the control and experimental groups were provided with the 10 lessons, and the experimental group was taught to use the audio accessible reader. Similarly to the Wehmeyer and Lawrence study, results were not reported on presentation skills; however, results indicated the indicated students in both group the experimental and control groups improved on all measures.

Self-Directed IEP. Second, another curriculum designed to increase student involvement in IEP meetings which included instruction on presentation skills is the SD IEP (Martin et al., 2006). In the first SD IEP study, conducted by Snyder and Shapiro (1997), a multiple baseline across four categories of behavior of the SD IEP (i.e., introducing the IEP, reviewing past goals, discussing future goals, and closing the meeting) was used to examine the effects of the SD IEP on students' participation levels

in IEP meetings for three students with Attention Deficit Hyperactivity Disorder who attended a private school for students with serious emotional disturbance. The SD IEP, while primarily designed to teach students to participate in their IEP meeting, included the LUCK strategy. The LUCK strategy was a mnemonic to teach students behaviors to delivering a presentation including (a) **L**istening to and restating the other person's opinion, (b) **U**sing a respectful tone of voice, (c) **C**ompromising or changing opinion if needed, and (d) **K**nowing and stating the reasons for an opinion. Specific procedures to teach the LUCK strategy included having students writing examples and role-playing. Results indicated improvements across all four categories of behavior for three of the four students, however; due to a truncated baseline (i.e., one session), experimental control may have been compromised. In addition, behaviors related to the LUCK strategy were not reported as stand alone outcomes.

Several other SD IEP studies have included teaching the LUCK strategy (Arndt, Konrad, & Test, 2006; Kelley, Bartholomew, & Test, 2011; Martin et al., 2006) while one study examining the effects of the SD IEP did not include instruction on the LUCK strategy (Allen, Smith, Test, Flowers, & Wood, 2001). First, Arndt, Konrad, and Test (2006) conducted a study examining the effects of the SD IEP on participation in IEP meetings with five high school students with disabilities (i.e., intellectual disability, autism, learning disability, emotional behavioral disorder). Students were taught the SD IEP including the LUCK strategy and researchers specifically identified three behaviors used to close the meeting including (a) using good eye contact, (b) using a pleasant tone of voice, and (c) thanking everyone for attending. While experimenters did not assess students' presentation skills specifically, their measure of the dependent variable included

10 of 45 points dedicated to meeting behaviors. Results indicated students were able to increase their level of participation in mock IEP meetings and also generalize their skills to real IEP meetings; however, due to a truncated baseline, a functional relation could not be established.

Second, Martin et al. (2006) conducted an investigation of the effects of the SD IEP and participants received the SD IEP, including instruction in the LUCK strategy similar to Arndt et al. (2006). They also did not report scores related to presentation skills outside of the overall score for IEP participation.

Finally, Kelley, Bartholomew, and Test (2011) examined the SD IEP on student participation in IEP meetings and operationally defined meeting behaviors (the LUCK strategy and closing the meeting) and included them in their dependent variable measurement. Students could receive two points for a correct attempt at the step, one point for a partially correct attempt, and no points for an incorrect attempt. A partially correct attempt at the LUCK strategy was defined as student not using appropriate tone of voice (raises voice, mumbles, shows anger, and/or cries) and not maintaining eye contact for a majority of the meeting (stares at floor or outside of window). Additionally, closing the meeting was defined as partially correct if the student closed the meeting and dismissed everyone without saying thank you while a definition of incorrect included the students not closing the meeting and not saying thank you. While behaviors related to using the LUCK strategy and closing the meetings were not individually reported, those behaviors made up 20 percent of the final score and results indicated students were able to increase their level of participation in mock meetings, maintain those skills over time, and generalize them to educational planning meetings.

Self-Advocacy Strategy. Finally, another curriculum designed to increase student participation in IEP meetings through both instruction in content and generic meeting behaviors is the SAS. While the original studies do not specifically mention presentation instruction (Van Ruesen & Bos, 1994; Van Reusen, Deshler, & Schumaker, 1989), follow-up studies have (Hammer, 2004; Lancaster, Schumaker, & Deshler, 2002; Test & Neale, 2004). First, in a study of the SAS by Lancaster, Schumaker, and Deshler (2002) on student participation in IEP meetings for students with disabilities, researchers taught students appropriate communication/presentation skills along with IEP-related information. In addition to teaching student IPLAN a mnemonic for participating in the meeting including (a) **I**nventory your strengths, needs, goals, and choices, (b) **P**rovide your inventory, (c) **L**isten and respond, (d) **A**sk questions, and (e) **N**ame your goals students were also taught the SHARE behaviors which were (a) **S**it up straight, (b) **H**ave a pleasant tone of voice, (c) **A**ctivate your thinking, (d) **R**elax, and (e) **E**ngage in eye communication. Students were taught these behaviors either through live teacher instruction or a computer program. A multiple-probe across participants design indicated student participation in meetings increased for both types of instruction; however, the SHARE behaviors were not measured specifically.

Two additional studies also taught students the SAS (Hammer, 2004; Test & Neale, 2004). Both studies taught the IPLAN and SHARE behaviors; Hammer (2004) taught the SAS using the CD-ROM, while Test and Neale (2004) taught the SAS through teacher delivered instruction. Both studies taught the SHARE behaviors similar to Lancaster, Schumaker, and Deshler (1989), although Hammer did provide additional role-playing prior to the IEP meeting. Although participants in both studies improved

their quality of IEP contributions, neither study reported specific presentation skills results.

Summary of Teaching Students Presentation Skills

Research has indicated students with disabilities can benefit from presentation instruction, however; this instruction has not included or been linked to real life topics. Although various IEP curricula have included instruction in appropriate meeting behaviors, research has not directly measured presentation skills. Despite students being provided with instruction in transition planning and being provided with instruction in presentation skills within the curricula, research has not attempted to measure both presentation skills and transition skills as a result of one intervention.

Teaching Life Skills and Academics Together

Research has indicated instruction in academic skills (Baer et al., 2003) and self-determination skills (Wehmeyer & Palmer, 2003) can improve post-school outcomes for students with disabilities. However, due to an increasing focus on access to, and assessment of, the general curriculum, educators report having little time to teach self-determination skills (Wehmeyer, Agran, & Hughes, 2000). One possible way to provide students with instruction in both areas is by delivering them together. Research has identified ways to use self-determination strategies to teach both appropriate behaviors and skills in academic settings (Fowler, Konrad, Walker, Test, & Wood, 2007). While additional research supports teaching transition-related content and academics simultaneously (Falknestine, Collins, Schuster, & Kleinert, 2009), little research exists measuring both self-determination and academic outcomes as a result of the same intervention.

Using Self-Determination Strategies to Teach Academics

Research has indicated students with disabilities can learn academic skills through the use of self-determination strategies. While there is evidence to support self-determination improving academic support outcomes (e.g., organizational skills; O'Reilly, Lancioni, Gardiner, Tiernan, & Lace, 2002), this review will focus on studies using self-determination skills to teach specific academic skills (i.e., language arts, mathematics). Additionally, although self-determination has been described in terms of its components (Wehmeyer, 1999), a similar inclusion criterion was employed as Fowler et al. (2007) focusing on self-determination interventions where the primary component was self-determination with students with developmental disabilities. Finally, to be included in the following review, the study needed to be focused on helping the individual become a "causal agent" (Wehmeyer et al., 2000) or increase their ownership of their own learning rather than ones that were merely focused on improving academic skills.

A literature review on studies examining self-determination strategies to teach academic skills with students with developmental disabilities was conducted by Fowler et al. (2007). This review included studies published though May of 2005, used an experimental design, and included students of all ages. Results indicated 11 studies involving 18 academic variables (e.g. number of math problems completed, accuracy of labeling items, accuracy of homework assignments). These variables were across academic areas (i.e., language arts, math, and general) and included quality and productivity of assignments with quality of language arts assignments being the most frequently identified academic outcome. These studies used a variety of self-

determination strategies including self-management, self-advocacy, choice-making, goal-setting, and multiple component packages including goal-setting and self-management to teach academic skills.

Since the review, there has been one study using a self-determination intervention to teach academics with students with developmental disabilities. Agran, Cavin, Wehmeyer, and Palmer (2006) investigated the effects of the Self-Determined Learning Model of Instruction (SDLMI) on the academic skills of three students with moderate to severe intellectual disability and/or autism in junior high school. The researchers implemented the SDLMI, a goal setting strategy that involved three phases (a) identifying a goal, (b) developing a plan to achieve the goal, and (c) reflecting on the outcome after enacting the plan. Students were provided with choices of how to develop their plan including self-monitoring, goal-setting, or self-instruction. Academic skills included completing a science lab, using a map, and identifying organs and their functions. A multiple baseline across students design indicated a functional relation between the SDLMI and increasing academic skills. Additionally, two students were able to maintain their skills. Although this research indicates students can learn academics through self-determination strategies, these studies examined the effects on academics only and did not measure self-determination skills.

Using Academics to Teach Self-Determination

Although research has not been conducted in using academics to teach self-determination with students with developmental disabilities, there has been research conducted to support teaching self-determination through academic activities for students with more mild disabilities. Blum, Lipsett, and Yocum (2002) used literature circles to

examine the effects of reading instruction on students' perceptions of their reading abilities for eighth and ninth grade students with and without disabilities (i.e, Attention Deficit Hyperactivity Disorder) in an inclusive, language arts classroom. Literature circles included assigning roles to students (e.g., discussion leader, illustrator) to facilitate the reading and discussion of short stories and novels. The teacher used modeling and idea sheets to help students enact their roles during discussion and eventually the role of the teacher was transferred to the students who made choices, asked questions, and discussed the reading. Pre and post-intervention surveys were taken of student perceptions of reading skills and results indicated students in the experimental group perceived their reading skills as significantly worse in two areas (i.e., understanding and remembering), when comparing themselves with the control group. After the literature circles, however; students in the experimental group only identified one area (i.e., understanding) in which they felt their skills were worse than the control group. This study indicated students can learn self-determination skills through academic tasks, however; the study did not measure the impact on academic (i.e., reading) skills.

Teaching Both Academics and Life Skills Simultaneously

Although research has identified ways to promote academics through self-determination and self-determination through academics, this research did not measure the impact on both sets of skills as a result of an intervention. However, there has been some research examining the effects of an intervention on both life skills and academics with students with developmental disabilities. First, Collins et al. (2007) investigated the effects of including functional content during core content instruction for three students with moderate to severe disabilities in middle school. Students were instructed in at least

one language arts skill (e.g., reading vocabulary), one science skill (e.g., identifying the state of a property), and one math skill (i.e., using a calculator to compute sales tax). Functional skills included an application of the academic skills (e.g., reading the word president and then identifying who the president was) and both types of skills were taught using constant time delay. An adapted alternating treatments design, replicated across conditions and students indicated students were able to increase their skills in both academics and functional areas. Additionally, students were able to maintain their skills over time and generalize both skills.

Second, Falkenstine, Collins, Schuster, and Kleinert (2009) examined the effects of using modeling, constant time delay, and teaching in groups on students' ability to acquire both functional skills and academic skills. Students were taught different pairs of targeted skills in groups; two students were taught academic skills (i.e., reading and identifying the definition of arts-related vocabulary, identifying state abbreviations and capitals) and one student was taught functional skills (i.e., telling time and setting a watch). Students were taught in groups and were evaluated on their ability to learn their targeted skills and their ability to learn skills taught to the other students through observation. Although a multiple-probe across behaviors, replicated across students design indicated a functional relation between the instruction and students' ability to learn targeted skills, an experimental design was not utilized to determine the relationship between instruction and students' ability to learn both academic skills and functional skills. However, pre and post-intervention data indicate one student improved his or her ability to set a watch and tell time while also learning to read and identify the definitions of art-related vocabulary.

Third, Collins, Hager, and Galloway (2011) investigated the effects of constant time delay on the acquisition of both academic skills and functional skills with three middle school students with moderate intellectual disability and/or autism. Students were taught to read citizenship vocabulary (e.g., mayor) and apply the information by identifying corresponding information about the vocabulary (e.g., name the mayor). Additionally, students were taught properties of elements (i.e., gas, liquid, solid) and apply the information in a functional way within the context of cooking (e.g., what happens when butter melts) and the weather (e.g., identify appropriate clothing for different properties of precipitation). Finally, students were also taught order of operations for multiplication and functionally applied it by computing tax for a given price. A multiple probe design across behaviors (i.e., tasks) indicated a functional relation between the constant time delay procedure and both academic and functional skills for all three students. Additionally, students were able to maintain their skills and generalize them to alternate assessment tasks. While these studies indicate both life and academic skills can improve within the context of one intervention, they did not include self-determination as a target of instruction.

However, two studies were found that investigated the effects of teaching both academic and self-determination skills. The first study, Konrad, Trela, and Test (2006) used GO 4 IT…NOW!, a writing mnemonic strategy used to help students write IEP goal paragraphs and paragraphs on other unrelated topics with four students with orthopedic impairments, intellectual disability, multiple disabilities, and/or learning disability. They used a multiple baseline across participants design to teach students to improve the quality (i.e., accuracy of writing) and content of IEP goal paragraphs (e.g., content

reflected self-understanding). In a follow up study (Konrad and Test, 2007) the effects of GO 4 IT…NOW! was examined on the quality and content of IEP goal paragraphs and generalization paragraphs; however, they also measured a variety of other variables including the length of paragraphs, spelling, and correct word sequences with students with a variety of disabilities including learning disabilities, other health impairments, emotional behavioral disorder, and mild intellectual disability. While both studies indicated a functional relation between GO 4 IT…NOW! and the content of IEP goal paragraphs, not all students reached mastery for the quality of paragraphs. Additionally, results indicated a functional relation between GO 4 IT…NOW! and generalization paragraphs for only one study (Konrad & Test, 2007). These two studies provide initial evidence that students can learn both life skills including self-determination skills and academic skills through one intervention. Additionally, these studies indicate students can participate in the transition planning process (i.e., drafting) while also improving their academic skills (i.e., writing paragraphs). However, the Common Core State Standards include standards across language arts and math.

Summary of Teaching Life Skills and Academics Simultaneously

Research has indicated students can learn both language arts and math skills through self-determination interventions (Agran, Cavin, Wehmyeyer, & Palmer, 2006; Fowler et al., 2007). Additionally, research has also identified ways to teach self-determination through academics (Blum, Lipsett, & Yocum, 2002). While this research provides evidence that students can learn self-determination skills through academic-based interventions and academics though self-determination-based interventions, none of these studies measured both skills. However, there has been other research supporting

the improvement of student outcomes in both general life skills and self-determination while also teaching academics. Although these studies provide initial evidence for teaching both life skills and academics simultaneously, there are numerous academic variables that have not been measured including presentation skills. Participating in IEP meetings is a potential opportunity to teach presentation skills that has not been examined by research.

Summary of Literature Review

Although research in post-school outcomes for students with disabilities continues to indicate students experience worse outcomes when compared to their peers without disabilities (Newman et al., 2011), research has indicated instruction in self-determination (Wehmeyer & Schwartz, 1997) and academics (Baer et al., 2003) are two ways to improve these outcomes. One way to teach self-determination skills has been to teach students to participate in the four stages of the IEP planning process including planning, drafting, meeting, and implementing (Test et al., 2004). While this research provides evidence students can learn to participate in their IEP meeting, a legislative focus on teaching students with disabilities academic skills has caused a shift in curricular focus from life skills to academics (Bouck, 2009).

One academic skill the Common Core State Standards has addressed is presentation skills (Common Core State Standards Initiative, 2010). Although there has only been one study investigating the effects of teaching students with presentation skills (Scheeler et al., 2010), a closer examination of several IEP curriculum indicate they do include instruction on presentation skills. While *Whose Future is it Anyway?* (Wehmeyer & Lawrence, 1995) the *Self-Advocacy Strategy* (Van Reusen, Deshler, & Schumaker,

1989), and the *Self-Directed IEP* (Martin et al., 2006) all include instruction on teaching students general meeting behaviors and how to present information such as sitting up straight and making eye contact, data specifically measuring presentation skills as a dependent have not been gathered.

There has been, though, research in teaching students with disabilities both academic and life skills at the same time (Fowler et al., 2007). Research has indicated students can learn academics through self-determination activities (Agran, Cavin, Wehmeyer, & Palmer, 2006) and self-determination through academic activities (Blum, Lipsett, & Yokum, 2002). Although this research has only examined the intervention's effects on one of the variables, there has been additional research to support teaching both life skills and academics (Collins et al., 2007; Falkenstine, Collins, Schuster, & Kleinert, 2009) and even more specifically, teaching self-determination through participation in the IEP planning process and academics (Konrad & Test, 2007; Konrad, Trela, & Test, 2006). While this research has supported teaching students to participate in the drafting stage of the IEP process while teaching academic skills, a natural opportunity to teach students presentation skills is through teaching them to participate in the planning and meeting stages of the IEP planning process. Therefore the purpose of this study is to investigate examine the effects of post-school options instruction on the knowledge of options and ability to orally present post-school goals for high school students with developmental disabilities.

CHAPTER 3: METHOD

The purpose of this study was to investigate the effects of instruction on knowledge of post-school options and ability to orally present post-school goals for high school students with developmental disabilities. This study taught secondary transition-aged youth (a) possible options for their post-school life, (b) how to identify post-school goals, and (c) how to orally present post-school goals.

Institutional Review Board Approval

Institutional review board (IRB) approval was obtained from the University of North Carolina at Charlotte and Charlotte-Mecklenburg Schools (CMS). First, a school was located where possible participants were attending and written support was obtained from the principal. Second, the principal letter of support and an application for IRB approval was submitted to the University of North Carolina at Charlotte. Third, once approval was obtained from the University, an application for approval was submitted to CMS. Fourth, once approval was obtained from both the University and CMS, the classroom teacher was contacted to identify possible participants. Fifth, because students may already have had some oral presentation skills, a pre-baseline activity was completed and students were asked to state what their goals were after they graduated. Possible participants were evaluated using the presentation rubric (see Appendix K for rubric). Students who scored five or below were considered for inclusion in the study. Sixth, once three participants with the appropriate selection criteria were identified, they

received an explanation of the study and signed consent (if 18 or over; see Appendix A) or assent forms (if under 18; see Appendix B) and parental consent was obtained (see Appendix C).

Participants

Participants were included in this study if they were between the ages of 15 and 22 and had an intellectual disability, autism, and/or multiple disabilities. In addition, their IQ score needed to be 60 or below. Participants must have been receiving special education services and had consistent attendance (i.e., no more than 15 absences in the previous school year). Participants must have been able to communicate verbally in full sentences. Additionally, participants were excluded if they did not meet the inclusion criteria; scored above a five on a prebaseline assessment; had received instruction in delivering presentations; or did not provide consent for the study.

Nick. Nick was an African American 15 year-old-male identified with mild intellectual disability. His full scale IQ was 50 as measured by the Leiter International Performance Scale-Revised; however, the most recent assessment data were 8 years old. He was also diagnosed with ADHD and asthma. Because Nick was 7 when he participated in his last formal psychological evaluation, his current reading level was unknown. Nick was a sophomore in high school participating in a special education program following the extended content standards and pursuing a certificate. He received the majority of his instruction in a self-contained class and took monthly trips into the community to work on functional reading and math skills. Nick had not received any formal instruction in identifying post-school goals other than informal

discussions of where he wanted to work. Additionally, Nick had not received any instruction in delivering presentations but spoke quietly in complete sentences.

Tyrone. Tyrone was an African American 19-year-old male identified with moderate intellectual disability. His full scale IQ was 42 as measured by the Wechsler Intelligence Scale for Children IV (WISC-IV). According to the Woodcock-Johnson-III, Tyrone's reading standard score was 22. According to the WISC-IV, his verbal comprehension index score was 61. Tyrone was a senior in high school participating in the same program as Nick and was pursuing an alternative diploma. He received the majority of his instruction in a self-contained class and took monthly trips into the community to work on functional reading and math skills. Tyrone used a wheelchair to move from class to class but had the ability to walk for very short distances (i.e., a few feet). Tyrone had received some instruction on identifying post-school goals (i.e., informal conversations discussing where he wants to work) but had not participated in a formal curriculum. Tyrone had not received any instruction in delivering presentations but could communicate orally in complete sentences.

Antwone. Antwone was an African American 18-year-old male identified with mild intellectual disability. Additionally, Antwone also was diagnosed with Blouts Disease, Diabetes, Asthma, and Prader-Willi Syndrome. His full scale IQ was 50 as measured by the Reynolds Intellectual Assessment Scales. Antwone was also pursuing a certificate and participated in the same program as Nick and Tyrone. Antwone also used a wheelchair to move from class to class and also had the ability to walk for very short distances (i.e., a few feet). Andre had recently transferred into his current school district; therefore, it was unknown what type of instruction he had received regarding post-school

goals and presentation skills but he had not received instruction in either within the past school year. Antwone could also speak in complete sentences.

Setting

The study took place at a high school in a large, urban school district. The school was a public high school serving both students with and without disabilities. Participants were selected from self-contained classrooms for students with developmental disabilities. The intervention was delivered in an empty classroom and when the classroom was not available, the hallway a few classrooms down from the class was used. The intervention was delivered 5 days per week and each session took approximately 20-45 min.

Interventionist

The interventionist in this study was a doctoral student in a special education program at a nearby university. She had experience teaching students with developmental disabilities at the secondary level and had previously taught students both information about post-school options and communication skills. She had a bachelor's degree in special education with an emphasis in severe disabilities and also a master's degree in special education. She had conducted research using both PowerPoint® and video modeling. She was the primary data collector and delivered the intervention in this study.

Second observer

There was a second observer used in this study to establish interrater reliability. This observer was a doctoral student in special education who had experience working

with students with disabilities at the secondary level. She had her bachelor's and master's degrees in special education.

Video models

Three people were recruited to serve as the video models in this study. Video models were recruited through personal contacts. Criteria for selection included models who (a) had the ability to read, (b) had the ability to speak, (c) looked high-school aged or slightly older, (d) were over the age of 18 and (e) had availability of approximately one hour. Consent forms were signed and returned to the interventionist by the video models (see Appendix D for video model consent forms). The video models included two males and one female. The males were Caucasian and the female was African American. The ages ranged from 15 to 20; the female had graduated high school and was working fulltime while the two males were both still in high school.

Training Subjects

In addition to recruiting participants and video models for this study, approximately 10 students were recruited as subjects for training. These students were recruited from a different school than the intervention and were used to help train the second observer. Criteria for inclusion required training subjects to be over the age of 18 and they had to have had the ability to communicate verbally in full sentences. Any data recorded was destroyed at the conclusion of the training session the same day (see Appendix E for training subject consent forms).

Materials

Five lessons were developed by the interventionist. They included an introductory lesson, a lesson for each of the three outcome areas (i.e., employment,

education, and independent living), and a review booster lesson. The lessons were primarily teacher directed using direct instruction to deliver the content, were supplemented with PowerPoint® see Appendix H for lesson script), and had embedded video modeling clips to teach presentation skills.

The PowerPoint® portion of the lessons included pictures to highlight key information (e.g., definitions of vocabulary) and provided visual representations of examples and non examples. There were graphics from free graphic hosting websites (e.g., Google images) and videos of the actual models presenting.

Data Collection

Dependent Variables. There were two dependent variables for the study. Each dependent variable was measured during each baseline session and at the beginning of each instructional session. The first dependent variable was a measure of participants' ability to present their post-school goals. The probe began with the prompt, "What are your goals after you finish high school?" and participants were expected to present their post-school goals (i.e., employment, postsecondary education, and employment goals along with rationales for the goals). The rubric used to measure this skill (see Appendix K for presentation skills rubric) was developed from the Presentation of Knowledge and Ideas anchor standard from the Common Core State Standards (i.e., "Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropraite to task, purpose, and audience.").

Students were evaluated on five components. First, students were expected to present their goal for each outcome area for a total of three goals. Each goal was

evaluated individually and the response was marked correct if it was presented independently and accurately (i.e., the employment goal was actually an employment goal). If the participant did not answer within 5 seconds, a prompt specific to an outcome area was delivered (e.g., "What is your post-school employment/education/living goal?"), if the participant answered correctly after the prompt was given, the answer was marked as partially correct. If the participant still could not provide their goal after the prompt, the response was marked incorrect. Scoring for the rationale was similar to the goal scoring. Students received a point for presenting a related rationale per goal and the response was marked correct for each outcome area if they were able to provide the rationale independently. If the participant required a prompt (e.g. "Why do you want to work in an office?") the rationale was marked partially correct. If the participant could not provide the reason after the prompt, the answer was marked incorrect. Both the goal and rationale components had possible score totals of three (correct=1 point, partially correct=.5 points, incorrect=0 points) for each outcome area (employment, postsecondary education, independent living) for a possible total of six points.

The third component was sequencing. This component required students to present each goal with a logical rationale in a logical order (i.e., goal first and then rationale). A response was marked partially correct if the student had difficulty sequencing the goal and rationale for one or two goals. A response was marked incorrect if the student could not correctly sequence any of the goals. The total points possible for this component was one point (correct=1 point, partially correct=.5 points, incorrect=0 points). To be scored in this component, students had to provide all the goals

and corresponding rationales. If students were unable to do this, this component was marked "not applicable" and was not considered in the final score total.

The fourth component was relevancy. The student had to refrain from discussing topics other than their goals to get full points on this component. The response was marked as partially incorrect if they made one irrelevant statement and incorrect if they made more than one irrelevant statements. The total possible points for this component was one point (correct=1 point, partially correct=.5 points, incorrect=0 points).

The fifth component was using appropriate presentation behaviors. Participants were required to sit up straight, make eye contact, speak at an acceptable rate and volume, and use professional language (e.g., no slang). A score of partially correct was marked if the participant used professional language, made an attempt at keeping eye contact, and spoke at an acceptable rate and volume but had difficulty maintaining it. A score of incorrect was given if the participant used inapropriate language and/or did not make an attempt to make eye contact and/or speak at acceptable rate or volume level. Appropriate behaviors were scored with a possible total of two points (2=correct, 1=partially correct, and 0=incorrect). A participant had the opportunity to earn a total of 10 points for the whole presentation or 9 points if they did not provide the rationale for all three goals.

The second dependent variable was participant knowledge of post-school options. This probe included 12, two-part questions and required students to apply information learned in the lessons to example and nonexample scenarios. These examples and nonexamples were similar to ones used in the lessons but were not exactly the same. Scenarios tested (a) what a post-school goal was, (b) definitions of outcome areas (i.e.,

employment, post-school education, and independent living) (c) employment-related vocabulary (e.g., interest), and (d) options in postsecondary education and independent living (e.g., compensatory education, supported living). Each concept had two questions on the probe: one question asking to identify if the scenario presented was an example or nonexample of the concept and one question asking the participant to explain their answer. The interventionist developed a pool of 12 different scenarios for each concept. Probes were constructed by randomly choosing a scenario from each concept. Probes were read to participants to control for reading difficulties; but participants were required to orally state the answer. Participants were assessed on their knowledge of post-school options prior to beginning the next lesson. Prior to beginning the study, a mastery criteria was set for participants to master at least 80% on the post-school options knowledge probe. Because participants had difficulty increasing their knowledge of post-school options, lessons one, two and three were repeated for Nick and Tyrese. Once it was determined a functional relation between post-school options instruction and knowledge of post-school options did not exist after the first two participants, the third participant received each lesson only one time each. Participants did not receive any specific feedback or reinforcement other than general praise for completing the probe (see Appendix J for a sample vocabulary probe).

Generalization measures. Generalization data were collected pre- and post-intervention to evaluate if participants were able to generalize their ability to orally present their post-school goals in another setting. Participants participated in an informal transition planning meeting with their teacher and discussed their post-school goals. Participants were asked their post-school goals in the same manner as intervention (i.e.,

"What are your goals after you graduate?") by their teacher. The same prompting procedure was used as in baseline. The participant was assessed using the same rubric used during intervention.

Interrater reliability. Interrater reliability data were collected on both dependent variables using item-by-item scoring. The second observer collected data on both measures and agreements and disagreements were recorded. For knowledge of post-school options probe, a disagreement was recorded if the interventionist and second observer did not identically score the answer as correct or incorrect, while an agreement was recorded when both interventionist and second observer agreed in their scoring the answer as correct or incorrect. For the presentation probe, a disagreement was recorded if the interventionist and second observer did not agree on the allocation of points for a component, while an agreement was recorded if the interventionist and second observer both scored the component with the same amount of points. Percent agreement for each probe was calculated by dividing number of agreements by number of agreements plus disagreements multiplied by 100.

Interrater reliability data were also collected on the generalization measure. The informal transition planning meetings were video recorded and the second observer used the rubric to assess generalization skills. An agreement was recorded if both the interventionist and second observer indicated the same level of scoring for a component while a disagreement was recorded if the interventionist and second observer disagreed on their scoring of a component.

The second observer was trained by interviewing students not participating in the intervention. The interventionist asked the student "What are your goals after you

graduate?" Both the interventionist and second observer took data on the students' ability to present their goals. Training occurred until there was 90% agreement.

Social validity data. Social validity data were collected from direct consumers, indirect consumers, and the extended community. First, the direct consumers, the participants, were asked their perceptions of the procedures of the intervention (e.g., "I liked participating in these lessons") and outcomes of the study (e.g., "These lessons taught me things about my future I did not know"; see Appendix L). The questionnaire included five questions and gave participants a choice of yes or no. It was read to participants but also included a thumbs up and thumbs down graphic to help with comprehension. Second, indirect consumers, the classroom teacher, participated in the informal transition planning meeting and was asked his perceptions of the outcomes of the intervention based on the participants' ability to communicate their goals during the meeting (see Appendix F for informed consent form; see Appendix M for survey). He was given the questionnaire after all three meetings were completed and asked his perceptions on all three participants. The questionnaire had statements requiring the classroom teacher to rate his agreement with (e.g., "This intervention helped the participants become more involved in their informal transition planning meeting") using a 1-5 rating scale (with one being "I don't agree" and five being "I agree"). The classroom teacher was also asked to identify the treatment acceptability of the lessons. The classroom teacher observed one session and filled out a questionnaire at the conclusion of the observation. Similar to the meeting questionnaire, the treatment acceptability included five statements. The teacher had to rate his level of agreement with each on a scale of 1-5 (see Appendix N for the treatment acceptability

questionnaire). Finally, members of the extended community, three special education teachers who were not directly involved with the participants, were asked to watch pre and post-intervention videos of the meetings and indicate which ones included students who could participate in their meetings the most by ranking the videos from one to six (see Appendix G for informed consent form; see Appendix O for meeting survey).

Experimental Design

The experimental design was a single subject, multiple-probe across participants design (Tawny & Gast, 1984). Baseline included a minimum of five data collection points for each dependent variable. Although both dependent variables were measured and graphed, only the presentation scores were used to base instructional decisions on. A participant entered intervention after he had at least five baseline points and his presentation data were stable or decreasing. Participants scored at least 80% correct on their presentation skills at least two times before they entered the maintenance phase. At that point, the next participant entered intervention. Since all three participants did not reach mastery criteria at the conclusion of the four lessons, they were given booster lessons which specifically targeted presentation skills that were difficult for them. Remaining participants began intervention following the same guidelines as the first participant.

Procedures

General procedures. Participants were evaluated on both their knowledge of post-school options and presentation skills during baseline, intervention, and maintenance phases. A description of the phases is described below.

Baseline. During baseline, participants were given the post-school options probe first (see Appendix J for probe). Once participants finished, they were asked, "What are your goals after you finish high school?" and their answer was evaluated using the presentation rubric (see Appendix K for presentation skills rubric). If participants were not able to provide the goal, they were asked specifically what their goal was in each outcome area (i.e., what is your post-school employment, education, or living goal?). Additionally, if participants were able to tell their goal but did not provide the reason there were asked why they chose that particular goal. The scoring for each prompt was included in the rubric (see Appendix K). Each subsequent baseline session was conducted similarly and there were at least five baseline sessions before the first participant began the intervention. The participants' ability to generalize their knowledge and presentation skills to another setting was also measured during baseline for each participant. An informal transition meeting was held for each participant with the classroom teacher prior to intervention and again when intervention was complete. No prompting or specific praise was given other than general verbal praise for completing the probes.

Instruction. The intervention was delivered in five, 20-40-min sessions per week. Participants received instruction one-on-one with the interventionist. The intervention consisted of two components including (a) post-school options instruction and (b) video modeling (see Appendix H for the lesson script). The interventionist taught the transition content using direct instruction and used PowerPoint® to display visuals and highlight content. The PowerPoint® had images embedded to provide a visual to help participants understand the content (e.g., a picture of a community college was shown when students

learned about the option to attend compensatory education at the community college). Additionally, the video modeling clips were embedded in the Power Point ® along with slides detailing the steps of presenting.

The first lesson was an introduction including a general overview of post-school goals. Lessons two, three, and four presented information on each outcomes area. Each lesson had a similar format. First, each lesson began with a general content review from previous lessons. Second, participants were presented with a new term and the definition, or rule, for the concept (e.g., employment is work you are paid to do). Participants were then taught to apply the rule to example and nonexample scenarios. First, the interventionist modeled how to determine if the scenarios were example or nonexample scenarios by applying the rule and then guided the participants through seven example and nonexample scenarios. This information was presented using a model, lead, test format and was based on what was available to them in their community (see Appendix H for the lesson script). This information was identified through community mapping (see Appendix O for options and instructional activities). The instructor modeled two examples, one example and one nonexample for the participant and then the participants completed the remaining scenarios with the instructor. If a participant made an error the interventionist would model the correct answer (e.g., "I know it is employment because Nancy is paid to mow the lawn"). The scenario would then be repeated for the student until they were able to answer it correctly.

Third, once participants went through the examples and nonexamples of all the options, they then were required to choose one of the options as their post-school goal. They were taught to consider if the concept matched their interests through additional

scenarios of examples and nonexamples of students identifying goals based on their interests. Once participants identified their goal, they were prompted to identify a rationale for the goal based on their interests. Participants required some discussion on identifying the correct rationale (e.g., you should pick a place to work based on the duties of the job, not based on if they sell a certain snack food).

Fourth, the participants reviewed the content taught during the lesson. This content was individualized to specifically cover the content they had trouble mastering throughout the lesson.

Fifth, participants were provided with presentation instruction. This was taught through video-modeling a five-step presentation strategy. First, the video model introduced his or her topic (e.g., "Today, I am going to talk about my post-school goals"). Second, the model said his or her first goal (e.g., "I want to work at an animal shelter"). Third, the model added a reason (e.g., "because I like animals"). Fourth, he or she added additional ideas and details (e.g., "I want to go to college to be with friends and I want to live at home because I want to be with my family"). The fifth step included the model summarizing and asking for questions (e.g., "Those are my post-school goals, do you have any questions?"). Finally, participants were required to use presentation behaviors including (a) sit/stand up straight, (b) look towards the audience, (c) use appropriate words, (d) speak loud enough for your audience to hear but don't yell. There were three different videos, one for each lesson and to facilitate generalization of the strategy, the models presented to different people (i.e., teacher, class, and IEP meeting).

Lesson one. Lesson one was an introductory lesson (see Appendix H for Lesson one content). Students were introduced to general concepts to help build their prior

knowledge (e.g., post-school goal). The final portion of the lesson did not include any instruction in presentation skills but did show the video-model delivering his or her presentation (all three goals) in an IEP meeting as an example of what the participants were going to learn.

Lesson two. Lesson two focused on employment content. The concept of employment was taught along with supporting terms (e.g., interest). Participants were instructed how to identify their interests through an employment inventory. Prior to the lesson, the interventionist consulted with the classroom teacher on the participant's possible answers and then guided the participant through the inventory (See Appendix H for lesson scripts). The inventory was developed by the researcher and included a series of possible employment interests (e.g., work outside, work inside, work with children, work with animals). Each interest had three example pictures used to illustrate the concept. Students were guided through each interest and pictures and asked if they liked it. If yes, it was circled. Participants were required to identify an employment goal using the results of their inventory and received guidance from the interventionist to ensure their choice matched their identified interests. After identifying their goal, participants identified the rationale. Participants were taught to select an interest that logically supported their goal choice through example and nonexamples scenarios of students choosing goals.

After participants identified their goal and rationale, they began the presentation instruction portion of the lesson. They were provided with an overview of why it was important to be able to present this information and also shown a full clip of a student going through the whole strategy, presenting to her teacher. After participants viewed the

full clip they were shown a screen of all five steps and the interventionist read each step to them including an additional slide with the last step to "use presentation behaviors" detailing each behavior. After participants were provided with step by step instruction, they watched the presentation again to check for the steps. They then were shown a slide with the first step written on the screen (e.g., "introduce your goals") and a voiceover reading the step (see Appendix H for the script including the video model script). Participants were then shown a clip of the student doing the first step and presenting to her teacher. After watching the clip, the participant had to complete the first step of the strategy with their own goal information. Each step was shown individually for the remainder of the strategy and the participant was required to complete each step. Once the participant completed each step individually, they were then shown the clip of the student presenting her goal without stopping between steps and the participant was required to present their goals completely.

If a participant made an error, either when presenting an individual step or delivering all the steps continuously in the presentation, they were stopped and provided with specific verbal feedback (e.g., "Why do you want that job?"; see Appendix K for presentation skills rubric and prompts),shown the clip again, and required to act out the step. If they continued to have difficulty after viewing the clip again, the interventionist provided specific verbal feedback and modeled the step using the participant's own goal information. The participant was then required to complete the step correctly before they ended the lesson. Participants were provided with specific verbal reinforcement when they completed a step correctly and when they completed the lesson.

Lesson three. Lesson three provided instruction on postsecondary education but was called post-school education to avoid confusion with two similar terms (i.e., post-school and postsecondary). Participants reviewed information they missed on the vocabulary probe and were presented with terms and options (e.g., post-school education, compensatory education). Similar to employment, participants were provided with examples and nonexamples of students choosing post-school education option based on the definition of the option. Participants were required to select a goal and rationale. Once a goal and rationale were identified, participants were given instruction in presentation skills through a new student video modeling his presentation to his class. Because participants were required to present on both employment and post-school education goals, the video model also modeled the previously learned outcome area. After they watched the full presentation, they saw a screen of all five steps and the interventionist read each step to them including an additional slide with the last step to use appropriate presentation behaviors. The participants were required to present their employment goal after watching the student deliver his and then the video model modeled each step of the strategy using his postsecondary education goal. There was a dark screen with each step written out in white prior to the video model delivering the step. Like the employment instruction, the participants had to present each step individually and then present the whole goal completely. Once the participants presented their postsecondary education goal without stopping between steps, the video model presented both goals together without stopping between steps and the participants were required to do the same with their own goals. The lesson ended once the participants presented all learned goals in one presentation without stopping between steps.

Corrective feedback and verbal reinforcement were delivered in the same manner as lesson one.

Lesson four. Lesson four was on independent living options. Similar to post-school education, the title of this outcome area had been adjusted to avoid confusion and was called a goal for living. Participants reviewed information missed on the post-school options probe and were provided with independent living vocabulary (e.g., independent living, group home). Participants were presented with examples and nonexamples illustrating the terms and instructed on how to identify a logical rationale. Once participants identified their goal and rationale, they were shown another student presenting his goals to an IEP team. Once they watched the student doing his full presentation (i.e., all three goals) they were presented with the screen of all five steps and the appropriate behaviors. The video model then presented his independent living goal one step at a time and the participants had to present their own information after each step. Finally, when they were done watching the video model, they were required to deliver their presentation in full.

Booster sessions. Because participants did not meet mastery criteria for presentation skills after completing the lessons, they were provided with booster sessions. The booster sessions were individualized to each participant and included only instruction in presentation skills. The interventionist used the same video from the independent living lesson (i.e., the video with all three goals) and guided the student through the instruction, similar to how it was delivered in the lessons. If the participants still could not deliver all three post-school goals, the interventionist then modeled the presentation steps with the participants' identified goals. Because data were taken the

following day, and mastery criterion was set so participants had to be able to deliver the presentation with at least 80% accuracy across 2 days, the participant had to return to be administered the probes an additional day.

Maintenance. Maintenance probes were conducted to determine if participants were able to maintain their knowledge of options and presentation skills across time. These probes had the same procedures as the baseline probes (i.e., they consisted of the 12 question post-school options probe and participants were asked what their plans were for each post-school outcome area). Maintenance probes were given 1 and 3 weeks after the intervention has ended. Because two participants did not increase their knowledge of post-school options, only one participant was administered the post-school options probe; however, all three participants participated in the presentation maintenance probe sessions.

Generalization. Generalization probes were given pre-and post-intervention to determine participants' ability to generalize their knowledge of post-school options by presenting their goals at an informal transition planning meeting which was held to review the transition component of their IEP. Members of this meeting included the classroom teacher and student. The classroom teacher led the meeting and explained to the participants they were meeting to help plan goals for the next IEP meeting. The teacher asked the participants, "What are your goals when you graduate high school?" The participants did not receive any additional materials in either the pre-or post-intervention meeting and all other conditions remained the same. The participants' behavior was evaluated to determine the level of contributions and the content of the contributions.

Treatment Integrity. Treatment integrity data were gathered during the lessons all participants. The observer used the script and marked each line in the lesson if it was delivered or not. If the line in the script was not delivered, she marked "-", if the line was delivered, she marked "+". An integrity score was calculated by dividing the number of items delivered correctly by the total number of items on the scripts and multiplying by 100.

CHAPTER 4: RESULTS

Findings of the study are presented below. First, results for interrater reliability and treatment integrity are presented, followed by results for each research question.

Interrater Reliability

Interrater reliability data were collected for both presentation skills and knowledge of post-school options. During baseline, interrater reliability data of presentation skills were collected for 28% of probes and ranged from 78% to 100% with a mean of 90%. During intervention, interrater reliability data of presentation skills were collected for 45% of probes and ranged from 70% to 100% with a mean of 90%. During maintenance, interrater reliability data of presentation skills were collected for 30% of probes and ranged from 90% to 95% with a mean of 93%. Finally, interrater reliability data of presentation skills during generalization were collected for 100% of probes and ranged from 78% to 100% with a mean of 82%.

Interrater reliability data were also collected for knowledge of post-school options. During baseline, interrater reliability data of knowledge of post-school options were collected for 24% of probes and ranged from 92% to 100% with a mean of 97%. During intervention, interrater reliability data of post-school options were collected for 32% of probes and ranged from 88% to 100% with a mean of 95%. Finally, during maintenance, interrater reliability data of knowledge of post-school options were

collected for one participant (Antwone) for 50% of probes (i.e., one probe) and was 100%.

Overall, interrater reliability data were collected for 26% of probes for both dependent variables conducted during baseline and ranged from 78% to 100% with a mean of 95%. Interrater reliability data were collected for both dependent variables during intervention and ranged from 70% to 100% with a mean of 92%. During maintenance, interrater reliability data of both dependent variables were collected for 40% of probes and ranged from 90% to 100% with a mean of 95%. Finally, interrater reliability data were collected for 44% of the probes across phases for both dependent variables and ranged from 70%-100% with a mean of 91%.

Treatment Integrity

Treatment integrity data were gathered on 27% of lessons across all participants. The second observer watched video recordings of the lessons and used a lesson script to note any inaccuracies. Treatment integrity ranged from 92% to 100% with a mean of 96% across all participants.

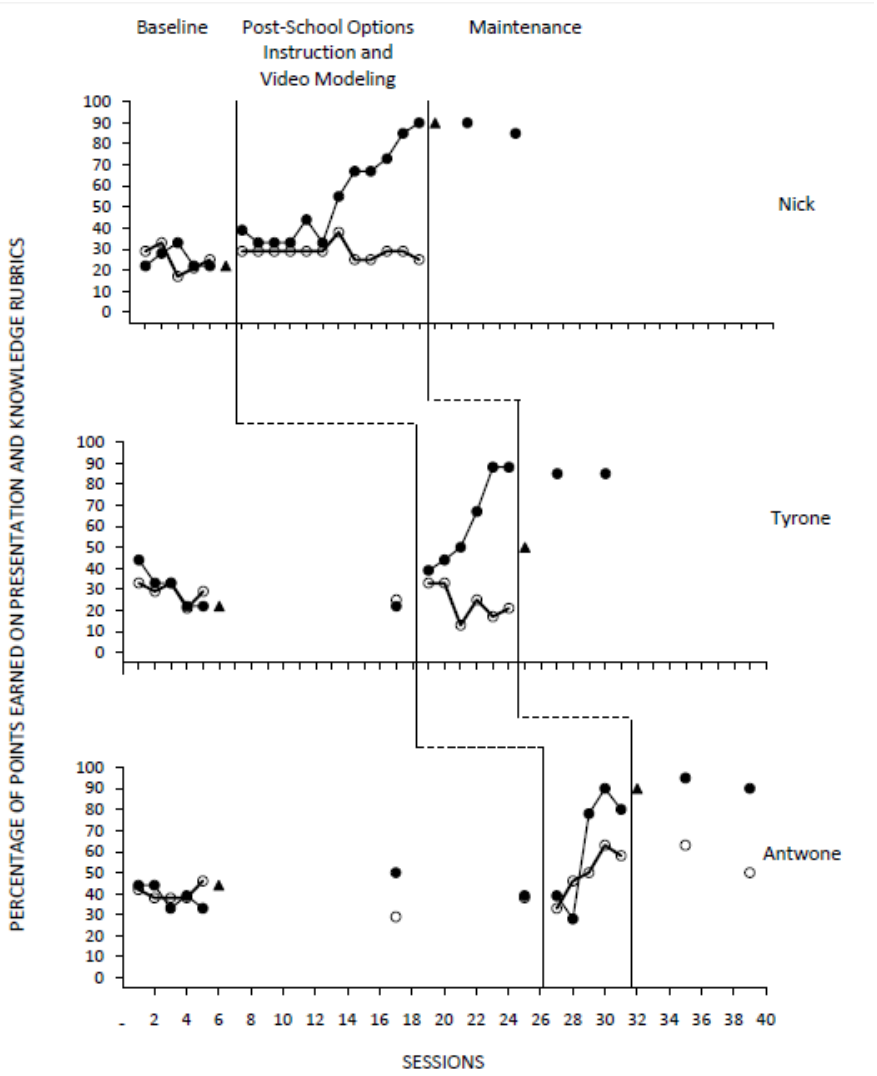
Research Question 1: What is the effect of instruction in post-school options on the knowledge of post-school options?

Research Question 2: What is the effect of video modeling on the ability to orally deliver presentations?

Research Question 3: To what extent does instruction on post-school options and video modeling generalize to participation in informal transition planning meetings?

Results for each participant are presented in Figure 1. The graph shows both the percentage of points earned on a rubric of presentation skills and the percentage of

correct answers on the knowledge of post-school options probe for all three participants across baseline, intervention, maintenance, and generalization. Results indicated a functional relation between an instructional package of post-school options instruction and video modeling and presentation skills; however, there is not a functional relation between the instructional package and knowledge of transition-related vocabulary.



Note. ● = presentation skills, ○ = knowledge of post-school options, and ▲ = informal transition meeting

Overall there were some patterns to the participants' ability to present their post-school goals. The specific skills participants showed the most improvement on were

identifying goals and rationales. The participants had very little knowledge of what their options were and were not able to identify goals and rationales until they received instruction on their options and how to identify a goal during the lessons. The specific skills remaining fairly consistent through the intervention were using appropriate presentation behaviors, sequencing the goals correctly, and keeping the information presented relevant to the topic. Additionally, the last two specific skills, sequencing and relevance, were the two specific skills with which participants had the least difficulty. Participants typically were able to present the goals and rationales in a logical sequence and had the most difficulty discussing the topic of post-school goals..

Nick. During baseline, Nick's presentation skills scores ranged from 22% to 33% with a mean of 25% of points earned on the rubric. He was able to identify his post-school education goal (e.g., "I want to go to college") but could not consistently identify his post-school employment or independent living goal with or without prompting. During intervention, Nick's presentation skills scores ranged from 33% to 90% with a mean of 54%. He had difficulty identifying his first goal he received instruction on, employment, but as the lessons were repeated or progressed, he was able to identify both his postsecondary education and independent living goals with fewer lessons. Nick was able to maintain his presentation skills with scores of 90% and 85% at one and three weeks after the completion of the intervention. Nick's pre-intervention presentation generalization score was 22% while his post-intervention generalization score was 90%.

During baseline, Nick's scores on knowledge of post-school options, ranged from 17% to 33% with a mean of 29%. His typical response to questions requiring either a yes or no answer was "yes" and he was unable to identify his reason for the answer for all the

questions. During intervention, Nick's knowledge scores ranged from 25% to 38% with a mean of 30%. His answers were consistent with his baseline answers; he continued to answer yes to most every question and could not identify his reason for any of his answers. Because Nick did not gain knowledge of post-school options, maintenance probes were not administered.

Tyrone. During baseline, Tyrone's presentation skills scores ranged from 22% to 44% with a mean of 31% of points earned on the rubric. Similar to Nick, he was able to identify his post-school education goal (e.g., "I want to go to college") but also had difficulty identifying his employment and living goal even with prompting. During intervention, Tyrone's presentation skills scores ranged from 39% to 88% with a mean of 63%. He had some difficulty remembering to provide a rationale for his goals and often needed to be asked why he chose his goals. Tyrone was able to maintain his presentation skills with scores of 85% and 85% at one and three weeks after the completion of the intervention. Tyrone's pre-intervention presentation generalization score was 22% while his post-intervention generalization score was 50%.

During baseline, Tyrone's scores on knowledge of post-school options, ranged from 21% to 33% with a mean of 28%. Tyrone had some success identifying if an example reflected the concept but almost never was able to explain why. During intervention, Tyrone's knowledge scores ranged from 13% to 33% with a mean of 24%. Similar to Nick, his answers during intervention were similar to his answers during baseline. He made no obvious improvement with any of the concepts. Because Tyrone did not gain knowledge of post-school options, maintenance probes were not administered.

Antwone. During baseline, Antwone's presentation skills scores ranged from 33% to 50% with a mean of 40% of points earned on the rubric. Antwone could sometimes identify his post-school employment goal (i.e., open his own business) and his post-school education goal (i.e., go to college) but could not provide rationales to his goals that made sense. During intervention, Antwone's presentation scores ranged from 28% to 90% with a mean of 51%. Of the three participants, Antwone made the fastest progress with his presentation skills but did have difficulty remembering "compensatory education" and "supported living." Antwone was able to maintain his presentation skills with scores of 95% and 90% at one and three weeks after the completion of the intervention. Antwone's pre-intervention presentation generalization score was 44% while his post-intervention generalization score was 89%.

During baseline, Antwone's scores on knowledge of post-school options, ranged from 29% to 42% with a mean of 38%. Of the three participants, Antwone was the only one to increase his knowledge of post-school options; however, he did not meet mastery for this dependent variable. During intervention, Antwone's knowledge scores ranged from 33% to 63% with a mean of 50%. As Antwone progressed through the lessons, his performance on the probe improved and he would often verbalize the rule without being asked (i.e., when asked about employment, he would reference being paid). Antwone would sometimes identify the incorrect rule; however, and cite the wrong rules (i.e., when asked if a goal of taking a college class was a post-school education goal, he would say yes, because it was after high school). Antwone was able to maintain his knowledge of post-school options with scores of 63% at 1 week post-intervention and 50% at 3 weeks post-intervention.

In addition to an overall visual analysis, participant errors were also compiled to evaluate which post-school concepts were most difficult to acquire. These data are summarized in Table 1. Two baseline probes were examined and data for each concept were averaged together to determine a pre intervention score. A post intervention score was obtained by averaging the scores for each concept across two probes administered towards the end of intervention. Overall, participants had more success identifying whether the scenario read to them represented the concept. When participants were asked to explain their reasoning for identifying a concept (i.e., explanation) they tended to have more difficulty. Additionally, the concept participants exhibited the most difficulty with was explaining why a rationale for a goal choice was a good one.

Table 1

Percentage Correct for Knowledge of Post-School Options Pre and Post Intervention

		Nick		Tyrone		Antwone	
		Pre	Post	Pre	Post	Pre	Post
Post-school goal	Identification	0	0	0	50	50	100
	Explanation	0	0	0	0	0	0
Employment	Identification	0	50	0	50	100	100
	Explanation	0	0	0	0	50	50
Employment post-school goal rationale	Identification	50	50	50	0	0	0
	Explanation	0	0	0	0	0	100
Interest	Identification	0	100	0	100	50	100
	Explanation	0	0	0	0	50	100
Post-school education	Identification	50	50	50	0	50	50
	Explanation	0	0	0	0	0	0
Post-school education goal rationale	Identification	100	50	0	0	50	50
	Explanation	0	0	0	0	0	0
Compensatory education	Identification	50	0	50	50	100	100
	Explanation	0	0	0	0	0	100
Auditing a class	Identification	50	50	0	0	50	100
	Explanation	0	0	0	0	0	50
Training program	Identification	50	100	50	0	100	50
	Explanation	0	0	0	0	0	0
Independent living	Identification	100	50	0	0	100	100
	Explanation	0	0	0	50	0	100
Independent living post-school goal rationale	Identification	0	0	0	0	50	0
	Explanation	0	0	0	0	0	0
Supported living	Identification	0	100	0	50	100	100
	Explanation	0	0	0	0	0	50
Living in a group home	Identification	50	0	50	50	100	100
	Explanation	0	0	0	0	0	50
Living with family	Identification	50	50	100	100	50	100
	Explanation	0	50	50	50	0	100

Research Question 4: What are participants' perceptions of their experience with, and effects of, lessons to present information on their post-school goals?

Research Question 5: What are teachers' perceptions of treatment acceptability of instruction and participants' ability to participate in their informal transition meetings?

Research Question 6: What are special education teachers' perceptions of participants' ability to improve their ability to participate in informal transition meetings?

To evaluate the acceptability of the intervention, social validity data were gathered from the direct consumers (i.e., participants), indirect consumers (i.e., classroom teacher), and extended community (i.e., special education teachers). Results will be discussed by type of consumer.

Direct consumer perceptions. To validate participant perceptions of the treatment and outcomes of the study, data were collected using a questionnaire. Participants were encouraged to ask questions if they needed further clarification. Their responses are summarized below.

Table 2

Participant Perceptions of Outcomes

Question	Nick	Tyrone	Antwone	Average Rating
1. I liked participating in these lessons.	1	1	1	1
2. These lessons taught me to tell people things in a professional way.	1	1	1	1
3. These lessons helped me plan for my future.	1	1	1	1
4. These lessons taught me things	1	1	0	.66

about life after graduation I did not know.				
5. I would like to learn more about my future.	1	1	1	1

Note. 0 = no, 1 = yes

Participant ratings for the outcomes and intervention were high. There was only one question participants were in disagreement with which asked if they learned things about life after graduation they did not know. Answers for this question ranged from 0 to 1, with a mean of .66, indicating one participant (Antwone) answered no while two participants (Nick and Tyrone) answered yes. All participants liked participating in the lessons, felt the lessons taught them how to tell people things in a professional way, and helped them plan for their future. Additionally, all participants indicated they would like to learn more about their future.

At the conclusion of the questionnaire, participants were asked if they had anything additional they wanted to share regarding the lessons or their skills. While Tyrone declined to provide anything further, both Antwone and Nick had additional comments. Nick stated, "I liked you to come here" and Antwone shared, "the lessons taught me I need help with cooking and cleaning."

Indirect consumer perceptions. All three participants had the same classroom teacher. He was given a questionnaire to determine his perceptions of participants' outcomes. Table 3 provides a summary of his answers.

Table 3

Classroom Teacher Perceptions of the Outcomes

Question	Rating
1. The intervention helped participants improve their ability to verbally communicate his or her goals and rationales.	5
2. The intervention helped participants improve his or her ability to use appropriate presentation skills (e.g., eye contact, volume, rate of speech, no slang).	5
3. The intervention helped participants to select post-school goals.	5
4. The intervention helped participants increase his or her participation in informal transition meetings.	5

Note. 1 = I disagree, 2 = I somewhat disagree, 3 = I am neutral, 4 = I somewhat agree, 5 = I agree

Teacher ratings indicated he found the outcome of the intervention for all participations to be positive. He agreed with all statements indicating he felt the intervention helped participants improve their ability to select and present their goals and increase their participation in informal transition meetings. Additionally, he felt the intervention helped participants improve their presentation skills in general. He declined to share any additional thoughts when asked.

The classroom teacher was also given a questionnaire to determine his perceptions of the lessons. Prior to completing the questionnaire, he observed one lesson with one participant. Table 4 provides a summary of his answers.

Table 4

Classroom Teacher Perceptions of the Lessons

Question	Rating
1. The intervention seems easy to implement.	5
2. The intervention seems easy to develop.	4
3. The intervention seems cost-effective.	5
4. I would use this intervention to teach other students these same skills.	4
5. I would use this intervention to teach students additional skills	4

Note. 1 = I disagree, 2 = I somewhat disagree, 3 = I am neutral, 4 = I somewhat agree, 5 = I agree

Results indicated the teacher had a positive perception of the intervention. His agreements ranged from 4 (somewhat agree) to 5 (agree) for all statements. The classroom teacher agreed the intervention was easy to implement and seemed cost-effective. Additionally, he somewhat agreed the intervention seemed easy to develop, and he somewhat agreed he would use this intervention to teach similar skills to additional students and a similar intervention to teach additional skills. He declined to share any additional thoughts when asked.

Members of the extended community. Four special education teachers who did not know the participants were asked to watch pre- and post-intervention generalization videos of the participants participating in informal transition meetings. They were asked to rank each video from one to six based on who was able to participate the most in their meeting. A summary of the rankings is provided below.

Table 5

Special Education Teachers' Perceptions of Outcomes

	Nick		Tyrone		Antwone	
	Pre	Post	Pre	Post	Pre	Post
Teacher 1	4	2	1	3	6	5
Teacher 2	4	3	1	2	5	6
Teacher 3	2	3	1	4	5	6
Average	3.3	2.7	1	3	5.3	5.7

Note. 1 = video with participant who participated the least in his or her meeting, 6 = video with participant who participated the most in his or her meeting.

Results of these rankings indicate special education teachers' perceptions were variable. The teachers indicated the videos with the most amount of participation by a participant were Antwone's post-intervention meeting, Antwone's pre-intervention meeting, and Nick's pre-intervention meeting. The teachers indicated the videos with the least amount of participation by a participant were Tyrone's pre-intervention meeting, Tyrone's post-intervention meeting, and Nick's post-intervention meeting. Based on ratings, the average rating from pre- to post-intervention increased for Tyrone and Antwone and decreased for Nick.

CHAPTER 5: DISCUSSION

The purpose of this study was to examine the effects of post-school options instruction and video modeling on the knowledge of options and ability to orally present post-school goals for high school students with developmental disabilities. A multiple probe across participants design was used to determine the effects of the independent variable (i.e., post-school options instruction and video modeling) on the two dependent variables (i.e., presentation skills and knowledge of post-school options). The intervention was implemented with three high school students with developmental disabilities. Results indicated a functional relation between post-school options instruction and video modeling and participants' ability to present their post-school goals; however, results indicated participants were not able to gain knowledge of post-school options. While all three participants were able to improve their ability to generalize their presentation skills to informal transition meetings, only two of the three participants reached 80% or above. Participants were able to maintain their presentation skills approximately 1 and 3 weeks post-intervention. Both participants and classroom teacher rated the intervention and outcomes of the intervention favorably. Special education teachers, not familiar with the participants, had mixed ratings with regards to the participants' ability to participate in their informal transition meeting. Finding are presented and discussed in this chapter organized by the six research questions. Finally,

limitations of the study, suggestions for future research, and implications for practice are discussed.

Effects of the Intervention on Dependent Variables

Research Question 2: What is the effect of video modeling on the ability to orally deliver presentations?

Findings indicated a functional relation between post-school options instruction and video modeling and participants' ability to orally present their post-school goals. The number of sessions participants took to reach mastery criteria (i.e., 80% for two consecutive sessions) ranged from three to 10 sessions.

This study supports previous research indicating students with disabilities can learn academic skills, more specifically, presentation skills. This study was designed to extend the current literature examining the effects of teaching students presentation skills by making several unique contributions including (a) selecting participants with a developmental disability , (b) using an intervention not previously used to teach presentation skills, and (c) teaching presentation skills within the context of a functional activity.

First, research in teaching presentation skills has been implemented in one study and with participants with learning disabilities (Scheeler et al., 2010). The current study extended the literature by investigating the effects of teaching presentation skills to participants with developmental disabilities. While research has indicated students with developmental disabilities can learn academic skills including reading (Browder, Wakeman, Spooner, Ahlgrim-Delzell, & Algozzine, 2011), math (Browder, Spooner, Ahlgrim-Delzell, Harris, & Wakeman, 2011) and science (Jimenenz, Browder, &

Courtade, 2008), no research has been conducted teaching presentation skills to participants with developmental disabilities. The current study extended the literature by adding presentation skills as an additional academic content area students with developmental disabilities can learn. This is important because presentation skills are included in the Common Core State Standards which are academic standards for all students. Therefore, states will need to evaluate all students, including those with developmental disabilities, on their ability to deliver presentations.

Second, this study extended both the presentation skills literature and video modeling literature. Presently, the only study teaching presentation skills to students with disabilities used bug-in-ear technology (Scheeler et al., 2010). Researchers investigated the effects of peer tutors providing audio feedback to presenters (i.e., students with learning disabilities) through a wireless speaker placed in the presenters' ears. The peer tutors were taught to provide feedback based on their evaluation of the presentation (i.e., prompted students to slow down if they were speaking too quickly) and were not taught a specific strategy on how or what to suggest. The current study extended the literature by identifying video modeling as an additional way to teach students with disabilities presentation skills. Additionally, video modeling has been used to teach a variety of both academic skills including academic engagement (Clare et al., 2000), reading comprehension and fluency (Hitchock, Prater, & Dowrick, 2004), and math achievement (Schunk & Hanson, 1989) and life skills including communication skills (Bellini & Akullian, 2007), employment skills (Mechling, 2007), and food preparation skills (Mechling & Stephens, 2009). Video modeling has not been used to teach presentation

skills; however, the current study has provided preliminary evidence that presentation skills is an additional skill video modeling can be used to teach.

Third, this study also extended the literature by investigating the effects of teaching presentation skills within the context of a functional activity. Prior research has indicated students with disabilities can learn academic skills within the context of a functional activity such as self-determination. For example, students have learned science skills within goal setting (Agran et al., 2007), writing within goal-setting (Konrad & Test, 2007), and reading skills within self-evaluation (Blum et al., 2002). This study extends the current research by examining presentation skills within the context of transition planning. Additionally, research has also indicated students can be taught presentation skills within the context of a functional skill (i.e., actively participating in transition planning meeting; Test et al., 2004), however, previous research did not measure presentation skills as a dependent variable and focused only on participation in the IEP meeting or knowledge of transition content. For example, both the *Self-Directed IEP* (Martin et al., 2006) and *Self-Advocacy Strategy* (Test & Neale, 2004) include instruction on presentation behaviors within the lessons but research on the effectiveness of the curricula includes primarily measures of student participation in meetings and no data reported specifically on just presentation skills. The current study extended the research by measuring the effects of teaching presentation skills within the context of transition planning.

Although participants were able to present their post-school goals and increase the number of goals they presented, evidence of presentation skills does not indicate the goals participants selected were chosen based personal preference. While choice-making

is often considered the starting point for self-determination, (Agran, Storey, & Krupp, 2010), Storey (2005) identified knowledge, appropriate supports, and self-determination skills as necessary for individuals to make informed choices. While Antwone did increase his knowledge of his options, none of the participants reached mastery criteria. Without knowledge of options, it is likely participants in the present study were not making choices based on their preferences (i.e., informed choice) and were possibly just restating the goals the instructor helped them identify during the lessons.

Additionally, Agran et al. (2010) suggested, for an individual to make an informed choice for post-school life, they must identify goals that can be supported after high school. Although community mapping was used to identify options specific to their community (i.e., compensatory education), without family or adult service agency input, it could not be determined if these options were truly available to participants.

Research Question 2: To what extent does instruction on post-school options and video modeling generalize to participation in informal transition planning meetings?

Results indicated participants' ability to generalize their presentation of post-school goals to informal transition meetings with their teachers was variable. While all three participants improved their ability to generalize their oral presentations skills from baseline to post-intervention, only two participants (Nick and Antwone) reached mastery criteria of 80% while Tyrone scored 50%. It is important to note Tyrone had expressed he was nervous when told he would be presenting his goals to his teacher. Although Tyrone had been able to present his goals to the instructor, it is possible he experienced some level of fear of public speaking when having to present the goals to his teacher. Public speaking anxiety is a common fear among the general population and will often

interfere with the ability to deliver presentations, even if the person has acquired the skills to present (Bodie, 2010). While Tyrone was able to deliver his presentation adequately to the instructor, his public speaking anxiety may have interfered with his ability to present the goals to his teacher.

Research Question 3: What was the effect of instruction in post-school options on the knowledge of post-school options?

Although one participant, Antwone, was able to increase his knowledge of post-school options as a result of post-school options instruction and video modeling, the remaining participants, Nick and Tyrone, did not. While previous research in teaching students post-school options and identifying goals (Mazzotti, Test, Wood, & Richter, 2009; Richter & Test, 2011) has been successful, the difference between the current findings and previous studies could be due to several possible reasons. First, instruction in the previous two studies differed from the current study. In this study, participants were first taught definitions of concepts and then how to apply the information using rule relationships (Kameenui & Simmons, 1990). A rule relationship is "a proposition that specifies a connection between at least two facts, discriminations, or concepts" (Kameenui & Simmons, 1990, p. 180). Understanding rule relationships requires a set of skills from students. First, students must be able understand the concept itself (e.g., a job is work you are paid to do). Then students must be able to apply that information to an if/then relationships (e.g., if Bob gets paid 20 dollars an hour, then he has a job). Finally, students must be able to remember both the concept and rule. Rule relationships have the benefit of being efficient as students do not have to be taught the full range of examples

and nonexamples of a concept, rather they are taught the rule and should be able to apply the rule to any example or nonexample they encounter (Kameenui & Simmons, 1990).

In contrast, in previous research, both Mazzotti, et al (2009) and Richter and Test (2011) taught participants in their studies the concept with computer-assisted instruction and tested this by asking them to recall the definition. They did not require participants to apply their knowledge and discriminate between examples and nonexamples of the concepts. It is possible participants in the current study had difficulty with one, or all three skills required to learn and apply the rule relationships. Participants may have not experienced rule relationships in the past and therefore lacked the necessary pre-requisite skills for learning the information and being able to apply them to an if/then relationship. While it is also possible participants could have learned to recall the information, this study measured participants' higher level knowledge of information through application of the content to rule relationships.

Another possible reason for the difference between the results in the current study and previous research teaching post-school options is participants may not have been presented with enough instruction on each concept. Students with developmental disabilities often need information broken down into smaller concepts and repetition with the material (Snell & Brown, 2010). The current study taught post-school options in three outcome areas along with presentation instruction in four unique lessons. While participants were provided with the opportunity to review and repeat lessons, it is possible participants were not able to maintain engagement with the material because of the lack of repetition.

Discussion of Social Validity Findings

Research Question 4: What are students' perceptions of their experience with, and effects of, lessons to present information on their post-school goals?

Research Question 5: What are teachers' perceptions of treatment acceptability of instruction and students' ability to participate in their informal transition meetings?

Research Question 6: What are special education teachers' perceptions of students' ability to improve their ability to participate in informal transition meetings?

This study assessed the social validity of instruction in post-school options and presentation skills based on the perceptions of participants, the classroom teacher, and special education teachers.

Students' perceptions of the experience and effects of the instruction. Participants indicated they found the intervention acceptable and would like to learn more about their future. These results are consistent with previous findings in teaching post-school options (Mazzotti, et al., 2009; Richter & Test, 2011) and teaching transition planning in general (Arndt et al, 2006; Lee et al., 2010; Kelley et al., 2011; Konrad & Test, 2004; Test & Neale, 2004). Although participants agreed with the majority of statements, Antwone indicated he felt he did not learn things he did not already know. When asked to elaborate, Antwone declined to explain his answer. One possible explanation for this is that Antwone always attempted answers throughout the post-school options probe. He never indicated he did not know the answer, even when he was wrong. Because corrective feedback was not given during the probes, it is possible Antwone did not realize he was answering incorrectly.

Teachers' perceptions of the outcomes and acceptability of the intervention. The classroom teacher for all three participants indicated he felt participants improved their

ability to present information, select post-school goals, and participate in informal transition meetings. This also is consistent with similar findings in research to teach students post-school options (Mazzotti et al, 2009; Richter & Test, 2011) and research teaching students to participate in transition planning in general (Kelley et al., 2011; Lee et al., 2010). While the classroom teacher rated participant outcomes very positively, he did have three items he somewhat agreed with rather than fully agreed with regarding the ease of developing the intervention, using the intervention to teach additional students the same skills, and using a similar intervention to teach additional skills. These results are in contrast to Mazzotti et al., (2009) which found the classroom teacher involved in the study indicated he or she regarded the intervention (computer-assisted instruction) practical and a beneficial supplement to the curriculum. It is possible the classroom teacher felt the intervention in the current study, although it was developed using computer-assisted instruction, was too lengthy for this specific population. Additionally, although one of the benefits of computer-assisted instruction and video modeling is saving time, the initial development of the instruction does take time. It is possible the classroom teacher would be able to identify the benefits of the intervention after being implemented with more than three students.

Special education teachers' perceptions of the students' ability to participate in informal transition meetings. Special education teachers not familiar with the participants rated their pre and post-intervention transition meetings in order of participation. Two of the highest ranked videos were both pre-intervention meetings. This could be due to how the teacher's perceived participation. Both Antowne's and Nick's pre-intervention meetings were longer than the others and involved them talking

more. The presentation data taken indicate the quality of their presentation (including the goals selected) was higher post-intervention; however, the teachers may have felt the more students participate, the better. While the amount a student speaks in a meeting is an indicator of participation (Martin et al., 2006), it is not necessarily an indicator of the quality of the participation.

Limitations and Suggestions for Future Research

This study has several limitations and implications for future research. First, the current instructional package on post-school options was not effective in teaching participants knowledge of their post-school options. While previous research has demonstrated students can learn to recall their options (Mazzotti et al., 2009; Richter & Test, 2011), future research should be conducted to determine how best to instruct students with developmental disabilities to apply the knowledge to ensure they are making meaningful choices reflecting their post-school vision. Additional research is needed identifying how to best use rule relationships to teach transition-related content to students. Future research should ensure students have the pre-requisite skills to be able to use rules to learn transition content. For example, research investigating teaching transition content with rule relationships could include a primer on how to learn and apply the rules. Participants could be provided instruction in using rule relationships with content they have already mastered to ensure their fluency using them does not interfere with learning new content. Additionally, future research could also focus on students who have been provided with prior instruction in rule relationships and identify this as a pre-requisite skill by testing their ability to apply rules with mastered content prior to entering the study. Along with the ability to use rule relationships as a pre-requisite skill,

additional research could use participant improvement in rule relationships as a criterion for advancement through the lessons. For example, participants must master a certain percentage (e.g., 80%) of the rule relationships probed before they can move to the next lesson.

Second, this study relied primarily on verbal instruction to teach students about their options for post-school life. Storey (2005) argues for individuals with disabilities to make informed choices; however, they must be provided with experiences to fully grasp concepts. One way to provide experiences in the community to students is through community-based instruction (Walker, Richter, Uphold, & Test, 2010). Community-based instruction is instruction that uses the community as the classroom (Kluth, 2000). Students learn and practice skills where they would need to use them, the community. As the participants in this study were taught concepts that were community-based (e.g., compensatory education, group home) it is possible that actual visits into the community to see the concepts in action would have improved students' knowledge scores. Additional research should be conducted to identify how community-based instruction can enhance instruction in post-school options.

Due to the logistics and expense of travelling into the community; however, another way to provide students with realistic experiences that do not require leaving the classroom could be through video simulations. Research using video simulations has been conducted to teach students a variety of transition-related skills (Wissick, Gardner, & Lancone, 1999; Zionich, 2011) including grocery shopping, using a debit card, and social training in a café and on a bus (Zionich, 2011). Video simulations could be used to represent real life concepts such as employment, postsecondary education, and

independent living without the financial and time burden of having students leave the classroom. Additional research is needed to identify what combination of rule relationships, community-based instruction, and simulations is not only the most effective at teaching transition-related content, but also which combination is most time efficient. As the instructional demands for teachers are being escalated to teach both academics and transition skills within the same context, it is important research be conducted to identify which combination will help teachers design efficient and effective instruction.

In addition to providing students with experiences and simulations to help inform them of their choices, future research should also identify ways in which to incorporate anticipated supports students may need after finishing school. For example, Antwone identified his post-school employment goal as owning his own business. While this goal was acceptable for this study, it is unclear how likely this is to happen. Research should be conducted to identify ways to involve family input such as using questionnaires and/or meeting face to face with the family asking their anticipated ability to support goals

Third, this study taught participants their post-school options with a limited curriculum. Participants were only taught three options for postsecondary education and independent living. Additionally, participants were only taught to consider their interests when choosing an employment goal, not their strengths or needs. While one of the goals of this study was to maximize instructional time to include presentation instruction, participants were not able to increase their knowledge of post-school options. Future research should identify the effects of paring down the information and focusing on a few concepts rather than all the ones taught in this study. For example, research could be

conducted to identify the effects of focusing on employment options rather than all three outcome areas while still maintaining a tie to presentation instruction.

Fourth, while the current study taught participants a skill taken directly from the Common Core State Standards, being able to deliver a presentation is not a critical academic skill needed for post-school success like reading or math. In addition, although self-determination skills are a high priority for many students to learn, there are a wide variety of functional skills that may not lend themselves to being infused into academic instruction such as food preparation, employment, and community skills. Future research should examine which transition topics can align with which academic topics to ensure students are receiving instruction that is both rigorous and relevant to their post-school life.

Fifth, this study employed the use of peer video modeling. While this video modeling has research to support teaching students communication skills (Delano, 2007), research should be conducted to extend how videos can be used to help students acquire these skills. For example, there is research supporting teaching individuals to change their behaviors through watching a video of themselves and self-critiquing; however, most of this research has been done with adults and not students with disabilities (Etscheidt, S., Curran, M., & Sawyer, C. M., 2012; Whitaker, J. A., 2011). Research should be conducted investigating how videoing and self-critiquing affects performance on presentation behaviors.

Sixth, the current study did not measure participants' ability to generalize their presentation skills to actual IEP meetings or other presentation topics. Future research should investigate ways students can learn to present their goals in actual IEP meetings

with a full IEP team. For example, future research could examine the effects of infusing more instruction on presentation skills into a research-based IEP participation curriculum such as the *Self-Directed IEP* (Martin et al., 2006) on both participation and presentation skills. Additionally, the current study investigated the effects of teaching participants a five step process for delivering a presentation; however, participants' ability generalize their skills to other topics other than post-school goals was not measured. Future research should investigate how this 5-step process can be used to deliver presentations on additional topics such as presentations in science, social studies, or language arts classes.

Seventh, all three participants in this study were not able to fully generalize their presentation skills to an informal transition meeting with their teacher. Because it is possible public speaking anxiety may have interfered with the participant's ability to generalize and research has indicated individuals can overcome their public speaking anxiety with a variety of techniques (e.g., systematic desensitization, cognitive modification, and visualization; Bodie, 2010), additional research into presentation skills should incorporate a component to decrease anxiety when presenting.

Eighth, data collected from special education teachers on their perceptions of participants' ability to participate in informal transition meetings may have not reflected the participants' true ability to improve. Because participants were ranked relative to each other, the teachers' perceptions could have been altered by comparing participants to each other rather than to themselves. Future researchers should design social validity measures that identify perceptions from the extended community reflecting a student's ability to improve based on each of their pre- and post-intervention meetings. For

example, special education teachers can view pre- and post-intervention meetings and rate how much students were able to improve based on each participants' pre- and post-intervention meeting. Additionally, because it is possible the special education teachers rather the participants' meetings based on the amount they spoke, future research identifying unfamiliar teachers' perceptions should provide guidance on how to evaluate the meetings. For example, the teachers could be provided with the presentation rubric used in the study to ensure they were considering the quality of their contributions.

Ninth, maintenance data were not collected for Nick and Tyrone on their ability to maintain their knowledge of post-school options. Because they did not gain knowledge, this was not measured. Because it was possible they could have lost or even gained some knowledge, additional research should be designed that continues to measure participants' knowledge after the intervention is complete.

Finally, the experimental design used in this study was single subject with three, male, African American high school participants. Although this limits the generalizability of the study, future research should focus on including more participants with a variety of cultural backgrounds and also include females. Additionally, future research should investigate the implications of teaching African American students presentation skills and post-school options. For example, instruction incorporating culturally-responsive teaching could impact the results for students who are a different ethnicity (Gay, 2010).

Implications for Practice

The results of this study offer several implications for practice. First, this study indicates it is possible for students to learn academic skills within a functional context.

Given the mounting pressure on classroom teachers to teach all students academic content standards, this provides teachers an avenue for continuing to help students identify their post-school goals while also addressing a standard from the Common Core State Standards.

Second, the findings of this research provide an additional example of how to teach presentation skills, specifically to participants with developmental disabilities. With the advent of affordable and portable electronic devices, video modeling has the potential to become a common instructional method for teaching a variety of skills. This study has provided preliminary evidence that presentation skills can be one of those skills. However, rather than solely focusing on presentation skills, teachers should include an aspect of dealing with public speaking anxiety to ensure students are able to deliver their presentations to a larger audience.

Third, although the results of this study indicate not all participants gained knowledge of post-school options, this can help guide future practice. Due to the potential efficiency of rule relationships, and that they enable a student to acquire a higher level of understanding of concepts, it is important teachers of all levels use rule relationships to students with developmental disabilities. While teachers in elementary school can focus on making sure students are fluent with applying rules, middle and high school teachers should continue to ensure students maintain their ability to use rule relationships.

Fourth, when teaching students to identify their post-school goals, classroom teachers should design instruction to ensure students are fully informed of what their options are. In addition to using rule relationships, teachers should identify ways to use

both community-based instruction and video simulations. For example, when a student is learning about his or her options in postsecondary education, they can first visit the options (e.g., compensatory education, college class, and training program) and then in the classroom be provided with the rule of what the options are. Finally, the teacher can provide of videos and pictures to depict examples and nonexamples of the rule.

In addition to teaching a combination of rule relationships, community-based instruction, and simulations, it may be advisable to focus on one aspect of the content rather than three outcome areas and presentation skills. For example, teachers could provide instruction to students on identifying their post-school goals in one outcome area and also presentation skills over the course of four lessons. This would provide teachers the opportunity to repeat the information in a variety of ways (i.e., both rule relationships and video simulations) and chunk the information into small pieces.

Summary

This results of this study indicated students with developmental disabilities can learn presentation skills within the context of a functional activity. However, because two of the three participants failed to gain knowledge of post-school options, it is likely they did not identify post-school goals with the experiences and supports needed to make informed choices. Although participants were not able to increase their knowledge of post-school options, they were able to increase their verbal participation in informal transition meetings as evidenced by the improvement in their generalization scores. Future research should identify ways to ensure students have the experiences and supports to set informed goals for post-school life by investigating how a combination of instructional strategies, both in and outside the classroom, effect students' ability to gain

knowledge of their post-school outcomes. Additionally, the results of this study provide teachers with a way to teach students with developmental disabilities presentation skills, a skill from the Common Core State Standards.

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APPENDIX A: STUDENT CONSENT FORM (OVER AGE 18) FOR PARTICIPATION IN EDUCATIONAL RESEARCH

The Department of Special Education and Child Development

9201 University City Blvd.

Charlotte, NC 28223

Phone: 704-687-8838

Fax: 704-687-2916

My name is Audrey Bartholomew and I would like to work with you by teaching you how to select goals for your IEP while also teaching you how to deliver a presentation. I will do this by working with you for five lessons and teaching you a strategy to communicate your goals in a presentation.

I will teach you to select goals and how to tell people them in a presentation. At the end of the study I will ask you to complete a five minute survey about your thoughts on the instruction. I will be working with you to teach you the lessons and using the computer to help. I am a third year doctoral student in the Department of Special Education and Child Development at the University of North Carolina at Charlotte. This study will be overseen by my advisor, Dr. David W. Test.

These lessons will not only benefit you but also other high school students with disabilities because this research will help teachers teach students how to work on functional and academic skills at the same time. There are no known risks to participating in this study and you can end your participation at any time.

You may participate in this research study if you are a high school student receiving special education services, have a disability label of developmental disability, and have needs in selecting post-school goals and only a little experience in delivering presentations. In addition you will be selected based on a good school attendance record and if you have signed the consent form. If you wish to participate, you will be taught how to select and deliver presentations along with three other students but you will be working by yourself.

The study will take place during late winter of 2012. The study will begin in mid February of 2012 and end in May of 2012. You will be asked to participate in the study for approximately 30 minutes per session, four to five times per week. After these sessions, follow-up data will be collected to see if you can remember your skills after the instruction is finished. Once the follow-up data are collected, the study will end.

You also will be participating in an educational planning meeting two times, once before the lessons start and once after the lessons end. These meetings will be videotaped so other people can watch them and make sure everything was done correctly. These videos will not be shown to anyone else other than the people watching them to make sure the meeting ran correctly and will be kept with the data in a locked cabinet. They will be destroyed after the study is over. In addition, I will be accessing your educational records (e.g., IEP, testing scores, report cards). Your name will be kept confidential and you will be assigned a fake name (i.e., pseudonym) when I share any information with the research team.

You are a volunteer. The decision to participate in this study is completely up to you. If you decide to be in the study, you may stop at any time. You will not be treated any differently if you decide not to participate in the study or if you decide to stop once you have started.

Any information about your participation, including your identity, is completely confidential. The following steps will be taken to ensure this confidentiality: (a) any data collected will be kept in a locked cabinet at the University of North Carolina at Charlotte in the office of Dr. David Test in the College of Education, (b) pseudonyms will be assigned to each participant during data collection in order to assure your name will remain confidential, and (c) real names will not be used in any final report or presentation of the data.

UNC Charlotte wants to make sure that you are treated in a fair and respectful manner. Contact the university's Research Compliance Office (704-687-3309) if you have questions about how you will be treated as a study participant. If you have any questions about the actual study, please contact Dr. David W. Test (704-687-8853) or the principal researcher, Audrey Bartholomew (704-687-8838).

I have read the information in this consent form. I have had the chance to ask questions about this study and those questions have been answered to my satisfaction. I am at least 18 years of age, and I agree to participate in this research project. I understand that I will receive a copy of this form after it has been signed by me and the principal investigator of this research study.

_____

Participant Name (PLEASE PRINT)

_____ _____

Participant Signature DATE

_____ _____

Audrey Bartholomew, M. Ed. DATE

Investigator Signature

APPENDIX B: STUDENT ASSENT FORM (UNDER AGE 18) FOR PARTICIPATION IN EDUCATIONAL RESEARCH

The Department of Special Education and Child Development

9201 University City Blvd.

Charlotte, NC 28223

Phone: 704-687-8838

Fax: 704-687-2916

My name is Audrey Bartholomew and I would like to work with you by teaching you how to select goals for your IEP while also teaching you how to deliver presentations. I will do this by working with you for five lessons and teaching you a strategy to deliver the presentation.

I will teach you to select goals and how to communicate them through a presentation. At the end of the study I will ask you to complete a five minute survey about your thoughts on the instruction. I will be working with you to teach you the lessons and using the computer to help. I am a third year doctoral student in the Department of Special Education and Child Development at the University of North Carolina at Charlotte. This study will be overseen by my advisor, Dr. David W. Test.

These lessons will not only benefit you but also other high school students with disabilities because this research will help teachers teach students how to work on functional and academic skills at the same time. There are no known risks to participating in this study and you can end your participation at any time.

You may participate in this research study if you are a high school student receiving special education services, have a disability label of developmental disability, and have needs in selecting post-school goals and have little experience in delivering presentations. In addition you will be selected based on a good school attendance record and if you have signed the consent form. If you wish to participate, you will be taught how to select and communicate the goals along with three other students but you will be working by yourself.

The study will take place during late winter of 2012. The study will begin in mid February of 2012 and end in May of 2012. You will be asked to participate in the study for approximately 30 minutes per session, four to five times per week. After these sessions, follow-up data will be collected to see if you can remember your skills after the instruction is finished. Once the follow-up data are collected, the study will end.

You also will be participating in an educational planning meeting two times, once before the lessons start and once after the lessons end. These meetings will be videotaped so other people can watch them and make sure everything was done correctly. These videos will not be shown to anyone else other than the people watching them to make sure the meeting ran correctly and will be kept with the data in a locked cabinet. They will be destroyed after the study is over.

You are a volunteer. The decision to participate in this study is completely up to you. If you decide to be in the study, you may stop at any time. You will not be treated any differently if you decide not to participate in the study or if you decide to stop once you have started.

Any information about your participation, including your identity, is completely confidential. The following steps will be taken to ensure this confidentiality: (a) any data collected will be kept in a locked cabinet at the University of North Carolina at Charlotte in the office of Dr. David Test in the College of Education, (b) pseudonyms will be assigned to each participant during data collection in order to assure your name will remain confidential, and (c) real names will not be used in any final report or presentation of the data.

UNC Charlotte wants to make sure that you are treated in a fair and respectful manner. Contact the university's Research Compliance Office (704-687-3309) if you have questions about how you will be treated as a study participant. If you have any questions about the actual study, please contact Dr. David W. Test (704-687-8853) or the principal researcher, Audrey Bartholomew (704-687-8838).

I have read the information in this consent form. I have had the chance to ask questions about this study and those questions have been answered to my satisfaction. I understand that I will receive a copy of this form after it has been signed by me and the principal investigator of this research study.

_____

Participant Name (PLEASE PRINT)

_____ _____

Participant Signature DATE

_____ _____

Audrey Bartholomew, M. Ed. DATE

Investigator Signature

APPENDIX C: PARENT INFORMED CONSENT FOR PARTICIPATION IN EDUCATIONAL RESEARCH

The Department of Special Education and Child Development

9201 University City Blvd.

Charlotte, NC 28223

Phone: 704-687-8838

Fax: 704-687-2916

Your son or daughter is invited to participate in a research study entitled, *"Effects of Instruction on Post-school Options Paired with a Strategy to Deliver Presentations on Knowledge of Options and Presentation Skills of High School Students with Developmental Disabilities."* The purpose of this study will be to examine the effects of teaching students about their post-school options in work, education, and independent living, while also teaching them to select their goals. Additionally, students will be taught how to deliver education presentations and will learn how to present their goals using a multi-step strategy.

The study will be implemented by Audrey Bartholomew, a third year doctoral student in the Department of Special Education and Child Development at the University of North Carolina at Charlotte. This study will be conducted for the purpose of a completing Ms. Bartholomew's dissertation and overseen by her advisor; Dr. David W. Test. Ms. Bartholomew will be developing lessons, designing the instruction, and writing up the dissertation for the purpose of completing her doctoral degree.

Your son or daughter may participate in this research study if they are a high school student receiving special education services, have a disability label of developmental disability, have needs in writing and little experience in delivering presentations, and have consistent attendance. In order to complete a write-up of this study, your son or daughter's educational records (e.g., IEP, standardized test scores, report cards) will need to be accessed. A pseudonym will be used when discussing this information with the research team, when completing the write-up, or when using the information in a presentation.

In this study your son or daughter will be taught to select goals and deliver a presentation describing their goals and their rational for selecting them. Their performance will not affect their grade in any of their high school classes and will only be used for the purpose of this study. At the end of the study, your son or daughter will be asked to complete a 5-minute survey on your thoughts about the effects of the lessons.

The study will take place during the late winter of 2012 at your son or daughter's school. The study will begin in mid February of 2012 and end in May of 2012. Your son or daughter will participate in the study for approximately 30 minutes per session, four to five times per week. The sessions will be scheduled based on the teacher's recommendation and the teacher has agreed to work with your son or daughter to complete any missed makeup work. After these sessions, follow-up data will be collected to see if the skills learned are maintained after instruction has ended.

The goal of this study is to help investigate the effects of pairing instruction in functional and academic content. The results of this research can help teachers identify ways to help students improve their academic skills while also promoting successful post-school outcomes.

In addition, each participant in this study will have two informal educational planning meetings held. The purpose of this meeting is to see if students can generalize their presentation skills to an educational meeting. Your son or daughter's IEP team will be invited and I will be observing and taking data. These two meetings will be videotaped. A second observer will be watching the video to ensure the data collected by me is correct. Additionally, the pre- and post-intervention videos will be shown to a group of teachers who do not know your son or daughter and ask them their perceptions of the change in your son or daughter's ability. These videos will not be shown to anyone else other than the second observer and group of teachers. The videos will be kept with the data in a locked cabinet. They will be destroyed after the study is over.

There are no known risks to participation in this study. Your son or daughter is a volunteer. The decision for your son or daughter to participate in this study is completely up to you and your son or daughter. If you decide to allow your son or daughter to be in the study, you or your son or daughter may decide to stop participation at any time. Your son or daughter will not be treated any differently if you decide not to participate in the study or if your son or daughter decides to stop once you have started.

Any information about your son or daughter's participation, including identity, is completely confidential. The following steps will be taken to ensure this confidentiality: (a) any data collected will be kept in a locked cabinet at the University of North Carolina at Charlotte in the office of Dr. David Test in the College of Education, (b) pseudonyms will be assigned to each participant during data collection in order to assure your child's name will remain confidential, (c) your child's real name will not be used in any final report or presentation of the data.

UNC Charlotte wants to make sure that you and your son or daughter are treated in a fair and respectful manner. Contact the university's Research Compliance Office (704-687-3309) if you have questions about how your child will be treated as a study participant. If you have any questions about the actual study, please contact Dr. David W. Test (704-687-8853) or the principal researcher, Audrey Bartholomew (704-687-8838).

_____

I have read the information in this consent form. I have had the chance to ask questions about this study and about my son or daughter's participation in the study. My questions have been answered to my satisfaction. I am at least 18 years of age, and I agree to allow my son or daughter to participate in this research project. I understand that I will receive a copy of this form after it has been signed by me and the principal investigator of this research study.

_____

Child's Name (PLEASE PRINT)

_____ _____

Parent's Name (PLEASE PRINT) DATE

_____

Parent's Signature

_____ _____

Audrey Bartholomew, M. Ed. DATE

Investigator Signature

APPENDIX D: VIDEO MODEL CONSENT FORM FOR PARTICIPATION IN EDUCATIONAL RESEARCH

The Department of Special Education and Child Development

9201 University City Blvd.

Charlotte, NC 28223

Phone: 704-687-8838

Fax: 704-687-2916

You are invited to participate as a video model in a research study entitled, *"Effects of Instruction on Post-school Options Paired with a Strategy to Deliver Presentations on Knowledge of Options and Presentation Skills of High School Students with Developmental Disabilities."* The purpose of this study will be to examine the effects of teaching students about their post-school options in work, education, and independent living, while also teaching them to select their goals. Additionally, students will be taught how to deliver education presentations and will learn how to present their goals using a multi-step strategy.

The study will be implemented by Audrey Bartholomew, a third year doctoral student in the Department of Special Education and Child Development at the University of North Carolina at Charlotte. This study will be conducted for the purpose of a completing Ms. Bartholomew's dissertation and overseen by her advisor; Dr. David W. Test. Ms. Bartholomew will be developing lessons, designing the instruction, and writing up the dissertation for the purpose of completing her doctoral degree.

You role in this study will be to be a video model. You will be asked to model presenting fictional post-school goals and will be videotaped. This video will be used in the study to teach the participants how to present their own post-school goals. The videos will only be used for the purposes of this study and will not be shown to anyone outside of the research team and the participants during the study. Your participation in the study will take approximately one hour total and the videos will be filmed at your convenience.

The goal of this study is to help investigate the use of video modeling to teach students how to communicate their post-school goals within the context of a presentation. Being able to teach both academics and functional content to students with disabilities is something special education teachers will benefit from by being able to both meet the requirements of the law and student post-school needs.

You are a volunteer. The decision to participate as a video model is up to you. If you decide to participate in this study, you can end your participation at any point. There are no known risks for participation in this study.

In order to ensure confidentiality, the videos will be kept in a locked cabinet in Dr. Test's office at the University of North Carolina at Charlotte when not being used. The videos may be used in the future for educational and presentation purposes only. Your real name will not be used at anytime; your character in the video will be given a different name.

UNC Charlotte wants to make sure that you are treated in a fair and respectful manner. Contact the university's Research Compliance Office (704-687-3309) if you have questions about how you will be treated as a study participant. If you have any questions about the actual study, please contact Dr. David W. Test (704-687-8853) or the principal researcher, Audrey Bartholomew (704-687-8838).

_____

I have read the information in this consent form. I have had the chance to ask questions about this study and my participation in the study. My questions have been answered to my satisfaction. I am at least 18 years of age. I agree to participate in this research project. I understand that I will receive a copy of this form after it has been signed by me and the principal investigator of this research study.

_____ _____

Participant Name (PLEASE PRINT) DATE

_____

Participant's Signature

_____ _____

Audrey Bartholomew, M. Ed. DATE

Investigator Signature

APPENDIX E: TRAINING SUBJECTS CONSENT FOR PARTICIPATION IN EDUCATIONAL RESEARCH

The Department of Special Education and Child Development

9201 University City Blvd.

Charlotte, NC 28223

Phone: 704-687-8838

Fax: 704-687-2916

You are invited to participate in a research study entitled, *"Effects of Instruction on Post-school Options Paired with a Strategy to Deliver Presentations on Knowledge of Options and Presentation Skills of High School Students with Developmental Disabilities."* The purpose of this study will be to examine the effects of teaching students about their post-school options in work, education, and independent living, while also teaching them to select their goals. Additionally, students will be taught how to deliver education presentations and will learn how to present their goals using a multi-step strategy.

The study will be implemented by Audrey Bartholomew, a third year doctoral student in the Department of Special Education and Child Development at the University of North Carolina at Charlotte. This study will be conducted for the purpose of a completing Ms. Bartholomew's dissertation and overseen by her advisor; Dr. David W. Test. Ms. Bartholomew will be developing lessons, designing the instruction, and writing up the dissertation for the purpose of completing her doctoral degree.

You role in this study will be to be interviewed by the interventionist (Ms. Bartholomew) and second observer. You will be asked what your goals are for after you graduate and you can answer any way you wish. Your answers will not affect your classroom grading or your participation in the study. Your answers will be recorded for the purposes of comparison and training but will be destroyed after the training session. You do not have to use your real name and you will not be asked your name. Your participation in the study will take approximately five minutes total and the interview will be scheduled at your convenience.

The goal of this study is to help investigate the use of video modeling to teach students how to communicate their post-school goals within the context of a presentation. Being able to teach both academics and functional content to students with disabilities is something special education teachers will benefit from by being able to both meet the requirements of the law and student post-school needs.

You are a volunteer. The decision to participate is up to you. If you decide to participate in this study, you can end your participation at any point. There are no known risks for participation in this study.

UNC Charlotte wants to make sure that you are treated in a fair and respectful manner. Contact the university's Research Compliance Office (704-687-3309) if you have questions about how you will be treated as a study participant. If you have any questions about the actual study, please contact Dr. David W. Test (704-687-8853) or the principal researcher, Audrey Bartholomew (704-687-8838).

_____

I have read the information in this consent form. I have had the chance to ask questions about this study and my participation in the study. My questions have been answered to my satisfaction. I am at least 18 years of age. I agree to participate in this research project. I understand that I will receive a copy of this form after it has been signed by me and the principal investigator of this research study.

_____ _____

Participant Name (PLEASE PRINT) DATE

_____

Participant's Signature

_____ _____

Audrey Bartholomew, M. Ed. DATE

Investigator Signature

APPENDIX F: CLASSROOM TEACHER INFORMED CONSENT FORM FOR PARTICIPATION IN EDUCATIONAL RESEARCH

The Department of Special Education and Child Development

9201 University City Blvd.

Charlotte, NC 28223

Phone: 704-687-8838

Fax: 704-687-2916

You are invited to participate in a research study entitled, *"Effects of Instruction on Post-school Options Paired with a Strategy to Deliver Presentations on Knowledge of Options and Presentation Skills of High School Students with Developmental Disabilities."* The purpose of this study will be to examine the effects of teaching students about their post-school options in work, education, and independent living, while also teaching them to select their goals. Additionally, students will be taught how to deliver education presentations and will learn how to present their goals using a multi-step strategy.

The study will be implemented by Audrey Bartholomew, a third year doctoral student in the Department of Special Education and Child Development at the University of North Carolina at Charlotte. This study will be conducted for the purpose of a completing Ms. Bartholomew's dissertation and overseen by her advisor; Dr. David W. Test. Ms. Bartholomew will be developing lessons, designing the instruction, and writing up the dissertation for the purpose of completing her doctoral degree.

You role in this study will be to participate in student IEP meetings and provide your perceptions on the outcomes of the study. You will attend the IEP meetings for each participant and be asked to fill out a five question survey following each meeting on how well the intervention improved student performance in the IEP meeting. In addition to participating in the meetings you will be asked to observe at least one instructional session and provide your feedback on that session. Your participation in the study will take approximately eight and a half hours (i.e., one hour for each IEP meeting per participant and one half hour to observe a session) total and the meetings will be scheduled at your convenience.

The goal of this study is to help investigate the use of video modeling to teach students how to communicate their post-school goals within the context of a presentation. Being able to teach both academics and functional content to students with disabilities is something special

education teachers will benefit from by being able to both meet the requirements of the law and student post-school needs.

You are a volunteer. The decision to participate as a video model is up to you. If you decide to participate in this study, you can end your participation at any point. There are no known risks for participation in this study.

In order to ensure confidentiality, a pseudonym will be used and your real name will not be recorded. All surveys will be kept in a locked cabinet at UNC Charlotte until the conclusion of the study when they will be destroyed.

UNC Charlotte wants to make sure that you are treated in a fair and respectful manner. Contact the university's Research Compliance Office (704-687-3309) if you have questions about how you will be treated as a study participant. If you have any questions about the actual study, please contact Dr. David W. Test (704-687-8853) or the principal researcher, Audrey Bartholomew (704-687-8838).

_____

I have read the information in this consent form. I have had the chance to ask questions about this study and my participation in the study. My questions have been answered to my satisfaction. I am at least 18 years of age. I agree to participate in this research project. I understand that I will receive a copy of this form after it has been signed by me and the principal investigator of this research study.

_____ _____

Participant Name (PLEASE PRINT) DATE

_____

Participant's Signature

_____ _____

Audrey Bartholomew, M. Ed. DATE

Investigator Signature

APPENDIX G: SPECIAL EDUCATION TEACHER INFORMED CONSENT FOR PARTICIPATION IN EDUCATIONAL RESEARCH

The Department of Special Education and Child Development

9201 University City Blvd.

Charlotte, NC 28223

Phone: 704-687-8838

Fax: 704-687-2916

You are invited to participate in a research study entitled, *"Effects of Instruction on Post-school Options Paired with a Strategy to Deliver Presentations on Knowledge of Options and Presentation Skills of High School Students with Developmental Disabilities."* The purpose of this study will be to examine the effects of teaching students about their post-school options in work, education, and independent living, while also teaching them to select their goals. Additionally, students will be taught how to deliver education presentations and will learn how to present their goals using a multi-step strategy.

The study will be implemented by Audrey Bartholomew, a third year doctoral student in the Department of Special Education and Child Development at the University of North Carolina at Charlotte. This study will be conducted for the purpose of a completing Ms. Bartholomew's dissertation and overseen by her advisor; Dr. David W. Test. Ms. Bartholomew will be developing lessons, designing the instruction, and writing up the dissertation for the purpose of completing her doctoral degree.

You role in this study will be to observe IEP meetings of students leading their meetings and indicate your perceptions of the outcomes. You will be asked to view approximately four meetings and answer a survey following the viewing. The videos will only be used for the purposes of this study and will not be shown to anyone outside of the research team and the participants and will be destroyed following the conclusion of the study. Your participation in the study will take approximately four hours (i.e., one hour per meeting) and you can withdraw at anytime.

The goal of this study is to help investigate the use of video modeling to teach students how to communicate their post-school goals within the context of a presentation. Being able to teach both academics and functional content to students with disabilities is something special education teachers will benefit from by being able to both meet the requirements of the law and student post-school needs.

You are a volunteer. The decision to participate is up to you. If you decide to participate in this study, you can end your participation at any point. There are no known risks for participation in this study.

In order to ensure confidentiality, you do not have to provide your name. All surveys will be kept in a locked cabinet at UNC Charlotte until the conclusion of the study at which point they will be destroyed.

UNC Charlotte wants to make sure that you are treated in a fair and respectful manner. Contact the university's Research Compliance Office (704-687-3309) if you have questions about how you will be treated as a study participant. If you have any questions about the actual study, please contact Dr. David W. Test (704-687-8853) or the principal researcher, Audrey Bartholomew (704-687-8838).

I have read the information in this consent form. I have had the chance to ask questions about this study and my participation in the study. My questions have been answered to my satisfaction. I am at least 18 years of age. I agree to participate in this research project. I understand that I will receive a copy of this form after it has been signed by me and the principal investigator of this research study.

_____ _____

Participant Name (PLEASE PRINT) DATE

_____

Participant's Signature

_____ _____

Audrey Bartholomew, M. Ed. DATE

Investigator Signature

APPENDIX H: LESSON SCRIPTS

Lesson One: Overview

Teacher Delivered Instruction

This is the first lesson of four lessons. These lessons are designed to help you learn about what your life could be like after school. Have you thought about your plans for after you leave high school? What are they?
(This is meant to help activate students' prior knowledge. If the student has difficulty answering, the instructor should ask if the student had thought about where they want to live or work. Once the student answers, affirm, and move on.)

It's important to plan for what your life will be like after school now so your family and teachers can make sure you are learning the right things.

For example, what if you said you wanted to work at Harris Teeter?
You would need to know about food and maybe how to count money. What if your teachers didn't know that and they taught you how to work in an office answering phones?
Would you be ready to work at Harris Teeter if you didn't know how to put the food on the shelves? Would they hire you? Probably not.

The next three lessons are about teaching you what some of your choices are and making a plan for what you decide.

Before we start the lessons I want to explain to you that I may ask you to repeat after me when I say some information. For example, I may tell you a goal is something you want to be able to do later. After I say the definition, I will say "say it with me" and that means I want you to say it with me. Then, I will say "your turn" and that means you will say it by yourself. If you have trouble saying information by yourself, we will practice a little more. Let's try it.

Instruction on Post-School Goals

There are some very important words you need to know before we move on. You may already know these words which is great and is just a review. These words may also be new and that's okay-if you forget what they mean we can review them.

The first word is: goal
A goal is something you want to be able to do later. Say it with me, *a goal is something you want to be able to do later*. Your turn. What is a goal? *Something you want to be able to do later.* (Repeat until firm.)

The second word is: post-school.
Post-school means after you are done with high school, say it with me, *post-school means after you are done with high school*. Your turn. What does post-school mean? *After you are done with high school.*

(Repeat until firm.)

Let's practice again.
What does goal mean? *Something you want to be able to do later.*
What does post-school mean? *After you are done with high school.*
So, a post-school goal has two parts, (hold up one finger) something you want (hold up second finger and point to it) after you are done with high school.
Your turn to name the two parts of post-school goals. (Hold up one finger) *Something you want;* and (hold up second finger) *after you are done with high school.*
Say those two parts together. What is a post-school goal? *Something you want after you are done with high school.*
(If necessary, walk students through model, lead, test "what is a post-school goal?" again)

Do you have something you want to do after you are done with high school? (This is meant to activate prior learning. If the student answers yes, ask what the goal is and affirm and move on even if the goal is not appropriate/correct. If the student says no, tell them they will choose some post-school goals in the next few lessons).

Let's read some sentences and decide which ones have both parts of post-school goal. Listen to me practice first.

1. Sisto wants to work at a bakery after he is done with high school.
   My turn. Does this sentence tell us about Sisto's goal? My turn. Yes.
   What goal? Sisto wants to work in a bakery.
   Your turn. What is Sisto's goal? *To work in a bakery.*
   My turn. Is his goal post-school? Yes.
   How do I know? He wants to work at a bakery after he is done with high school.
   Your turn. When does he want to work in a bakery? *After he is done with high school.*
   My turn. So, does it have both parts? Yes. It tells what he wants and it tells after high school.
   Your turn. So is this a post-school goal? *Yes.*

2. Theresa wants to go shopping this weekend. Is this a post-school goal?
   My turn. Does this sentence tell us about Theresa's goal? My turn. Yes.
   What goal? Going shopping.
   Your turn. What is Theresa's goal? *To go shopping.*
   Is her goal post-school? My turn. No.
   How do I know? She wants to go shopping this weekend which is not after she is done with high school.
   Your turn. When does she want to go shopping? *Before she is done high school/this weekend.*
   My turn. So, does it have both parts? No.
   Your turn. So, is this a post-school goal? *No.*

3. Will wants to work at his Dad's office after he is done with high school.
   Your turn. Does this sentence tell about Will's goal? *Yes.*
   What goal? *Working in his Dad's office.*
   Listen, Will wants to work in his Dad's office after he is done with high school.
   Is his goal post-school? *Yes.*
   How do you know? *He wants to work in the office after he is done with high school.*
   So, does this have both parts? *Yes.*
   So, is this a post-school goal? *Yes.*

4. After Zach is done with high school, he wants to take college classes.
   Is this a post-school goal? *Yes*
   How do you know? *Because taking college classes is something Zach wants to do after he is done with high school.*

5. Ashley wants to work part-time during high school.
   Is this a post-school goal? *No.*
   How do you know? *Because Ashley wants to during school.*

6. Bea wants to live with her friend when she is done with high school.
   Is this a post-school goal? *Yes.*
   How do you know? *Because living with her friend when school is over is something Bea wants to do after she is done with high school.*

7. Chandra is doing homework after school today.
   Is this a post-school goal? *No.*
   How do you know? *Because doing homework is not something Chandra wants to do?? t after she is done with high school.*

8. David wants to take a college class after he is done with high school.
   Is this a post-school goal? *Yes.*
   How do you know? *Because taking a college class is something David wants to do after is done with high school.*

Let's review
What is a post-school goal? *Something you want after you are done with high school.*

Okay, great job. Let's talk about how you decide what your goals are and what to do with them. First, you need to learn about what is in your community and what your options are.
For example, let's pretend you were trying to decide on a post-school goal for where you wanted to work and you knew you wanted to stay in your town. If you wanted to work at the zoo but there was no zoo in your town you may need to change your post-school goal for some place that is in your town. There may be other places you can work where there are animals like a pet store or an animal shelter.
Over the next three lessons, you will learn about what is available in your town.

Second, after you learn about what your options are, you have to decide what is best for you. During the lessons you will decide what you want your post-school goals to be. It's important to remember that your post-school goals could change depending on what you want in life and that is okay.

Finally, once you know your goals, you want to be able to tell people about them.
The next three lessons will include instruction on how to present these goals somewhere like at a meeting or to your teacher.
So, that's what we are going to do for the next three lessons. Do you have any questions?
(If the student asks a question that will be answered during the lessons tell them they will learn the answer in the next few days. If it falls outside the topic, tell them they can talk about it after their part on the lessons and tests are finished.)

Let's watch a video of someone presenting their post-school goals.
(full clip of presentation)

Preview
Tomorrow we are going to learn about the first type of post-school goal: employment. You will hear about how to decide on your employment post-school goal and how to tell people about it.

Lesson Two: Employment

Today you are going to learn about getting a job after you finish high school. Have you thought about where you want to work after you finish high school? Where? Today you are going to answer some questions that may change your mind or they may make you realize your job choice is a good one.

Review
Before we begin, let's review.
What is a goal? *Something you want to be able to do later.*
What does post-school mean? *After you are done with high school*
When you put the words goal and post-school together, it makes post-school goal. What are the two parts to post-school goal? (hold fingers as the student answers). 1: *Something you want to be able to do later.* 2: *After you are done with high school.*
What does post-school goal mean? *Something you want to be able to do after you are done with high school.*
(Now, review missed items from probe using examples from earlier lesson(s).)

Teacher Delivered Instruction
The first word you are learning today is employment.
Employment is work you are paid to do, say it with me, *Employment is work you are paid to do.* Your turn. What is employment? *Work you are paid to do.*

I am going to read some sentences. Some of these sentences will include people and their employment and some will not. I want you to tell me if it is employment and why or why not. Listen to me practice first.

1. Alice gets paid every week to work at a pet store.
   My turn. Is this employment? Yes.
   How do I know? Alice gets **paid** to work at a pet store.

2. Clare is going fishing with her Dad this weekend for fun.
   My turn. Is this employment? No.
   How do I know? Clare is **not paid** to go fishing for fun.

3. Bob gets paid ten dollars an hour helping to fix cars.
   Now it is your turn.
   Is this employment? *Yes.*
   How do you know? *Bob gets paid to help fix cars.*

4. Dylan is volunteering at a nursing home.
   Is this employment? *No.*
   How do you know? *Dylan is not paid to volunteer.*

5. Eric likes to read during his free time.
   Is this employment? *No.*
   How do you know? *Eric does not get paid to read during free time.*

6. Fran is going to talk on the phone with her friend later.
   Is this employment? *No.*
   How do you know? *Fran does not get paid for talking on the phone.*

7. Gretchen gets paid on Tuesdays when she cuts the grass.
   Is this employment? *Yes.*
   How do you know? *Gretchen gets paid to cut the grass.*

8. Iris watches TV at home before she goes to bed.
   Is this employment? *No.*
   How do you know? *Iris does not get paid to watch TV.*

9. Harry puts his paychecks into his bank account after he works at the craft store all week. Is this employment?
   Yes. How do you know?
   Because Harry gets paid to work at the craft store.

The next word is interest.
An interest is something you like. Say it with me, *an interest is something you like*.
Your turn. What is an interest? *Something you like.*

Let's practice with some sentences that are about interests and some that are not. I will go first

1. My turn. Jack likes to ride bikes.
   Is this an interest? Yes.
   How do I know? Riding bikes is something Jack likes.

2. My turn again. Kris hates to walk his dog.
   Is this an interest? No.
   How do I know? Walking his dog is not something Kris likes.

   Now it will be your turn.
3. Oliver is happy he gets to help at daycare today.
   Is this an interest? *Yes.*
   How do you know? *Helping at daycare is something Oliver likes.*

4. Mary likes to be around people.
   Is this an interest? *Yes.*
   How do you know? *Being around people is something Mary likes.*

5. Nina is unhappy when she has to work with money.
   Is this an interest? *No.*
   How do you know? *Working with money is not something Nina likes.*

6. Pedro is upset he has to clean his room.
   Is this an interest? *No.*
   How do you know? *Cleaning his room is not something Pedro likes.*

7. Louis likes taking care of his plants.
   Is this an interest? *Yes.*
   How do you know? *Taking care of plants is something Louis likes.*

8. Quanita does not want to work on reading today.
   Is this an interest? *No.*
   How do you know? *Working on reading is not something Quanita likes to do.*

9. Randy is looking forward to going shopping at the mall.
   Is this an interest? *Yes.*
   How do you know? *Shopping at the mall is something Randy likes to do.*

Now we are going to talk about choosing a post-school employment goal. A post-school employment goal is work you get paid to do after you are done with high school. For example, when I was in school, my post-school employment goal was to be a teacher. I wanted to be paid to be a teacher after I finished high school.
Do you have a post-school employment goal? What is it?

(If student does not know, tell them the goal from their IEP.) So, your post-school employment goal is _____.

One way to choose a post-school employment goal is by deciding what your interests are and what jobs include any of your interests.
We are going to look at a list of some interests and I want you to think about each one and decide if it's something you like; an interest of yours. You have a copy and I have a copy and I will read each one. If you have any questions about what any of them mean go ahead and ask me and we can talk about it.
(Go over the first section of the employment inventory with the student. Discuss with them why or why not the activities are interests for them)

So, does your post-school employment goal match your interests?
(If it does, then affirm and move on. If it does not, explain to the student that the teacher may not know what the student is interested in. The student will have a chance to tell their teacher during the mock transition meeting)

Remember, as you get older and learn more in school, your goal may change. You may not always like _____ so you may want to do something different and that's okay. You may also learn how to do different things and like them better than _____ so you can always change your goal.

Your post-school goal in employment is _____.

We are going to talk about a reason you want that employment goal.
Reasons tell why. What do reasons tell? *Why*
It is important for you to identify a reason for your post-school employment goal; so you need to tell why you want the post-school employment goal.
For example, when I was in school my post-school employment goal was to be a teacher but I didn't know how to be a teacher yet. My reason was because I liked to work with children. This makes sense because as a teacher, I would be working with children.
Reasons need to tell why and have to do with the goal.
Let's look at some examples of reasons. These students have reasons that are about their interests. Remember, a post-school employment goal should be something you are interested in. I want you to tell me which would be reasons that are good matches between what people like and their goal.

1. My turn. Alex's post-school employment goal is to take care of gardens. Alex's reason is he likes to work outside.
   Is this a good reason? My turn. Yes.
   How do I know? Because working outside has to do with gardens.

2. My turn again. Betsy wants to be a chef one day. Betsy likes to do laundry.
   Is this a good reason? No.

How do I know? Because you do not have to do laundry to be a chef.

3. Now it is your turn. Jeff's post-school employment goal is to walk dogs. Jeff's reason is he likes dogs.
   Is this a good reason? *Yes.*
   How do you know? *When Jeff walks dogs he must like them.*

4. Joe's post-school employment goal is to play football in the NFL. Joe's reason is he is that he likes to play basketball.
   Is this a good reason? *No*
   How do you know? *Joe does not need to be able to play basketball to play in the NFL.*

5. Hannah's post-school employment goal is to work in an office answering phones. Hannah's reason is she is good at talking to people.
   Is this a good reason? *Yes.*
   How do you know? *Hannah will have to talk to people when she answers phones.*

6. Neenah's post-school employment goal is to work in a grocery store because she likes putting things on shelves.
   Is this a good reason? *Yes.*
   How do you know? Neehah would need to put things on shelves if she worked in a grocery store.

7. Betty's post-school employment goal is to work at a pet store because she likes to work with children.
   Is this a good reason? *No.*
   How do you know? *When Betty works at a pet store she will not take care of children.*

8. Auggie's post-school employment goal is to be a cashier at Target. His reason is because he is good at counting money.
   Is this a good reason? *Yes.*
   How do you know? *Auggie will have to count money when he works at Target.?*

Now that you know how to match a post-school goal with a reason, what is your reason for wanting to _____?
Why is this a good reason?
(If the student has difficulty coming up with a reason, refer them back to the inventory.)

Review
What is employment?
Tell me an example (if student cannot, provide them with an example and have them tell you why it is an example)
What is an interest?

Tell me an example of an interest. (if student cannot, provide them with an example and have them tell you why it is an example)

Presentation instruction
Now you are going to learn how to tell people what your post-school goals are. Some possible places you may need to present them are at an IEP meeting, to your teacher, and maybe to other students.

It is important to remember when you deliver your post-school goal presentation you talk to the audience like you are an adult. If you act serious and are professional when delivering your presentation, people might be more willing to listen to you.

Let's watch a video of someone named Jesse delivering her presentation of her post-school goals.
(Full clip of Jesse delivering her employment goal)
"I want to tell you about my post-school goals. I want to work at an animal shelter because I like animals. That is my post-school employment goal, do you have any questions?"

(Text of all five steps)
The first step is to talk about your goals. The second step is to say the first goal. The third step is to add your reason and don't talk about other topics. This means if you are talking about working for a company who takes care of gardens, you don't talk about the grocery store or working in an office. The fourth step is to tell all your other goals and reasons. The fifth step is to end your presentation by letting them know it's over and asking if anyone has questions.
(List of presentation behaviors)
Finally, you want to act professional so you always want to use good presentation behaviors. These include sitting up straight, looking at the audience with your eyes, using professional words, and speak loud enough for your audience to hear but don't shout.

Lets watch Jesse again and see if she follows each step.
(Full clip of Jesse delivering her goal)
Did she introduce her topic? What did she say? *(I want to tell about my goals.)*
Did she say her post-employment goal? What did she say?
Did she add a good reason? What was it?
Did she have any more goals to add?
Did she end her presentation? What did she say?
Did she use good presentation behaviors? Did she sit up straight? Did she look at the audience with her eyes? Did she speak loud enough but not yell? Did she use appropriate words?

1. Let's watch Jesse do the first step and I want you to do exactly what she does but use your own goal.

(Voiceover with text: “Step number 1, introduce your topic”)
“I want to tell you about my post-school goal.”
Now it’s your turn.
(If incorrect, give corrective feedback and show clip again. If still incorrect, teacher should model the step with the student’s information. Use these same procedures throughout the video modeling.)

2. Let’s move onto step number 2.

   (Voiceover with text: “Step number 2, say your first goal”)
   “I want to work at an animal shelter”
   Now it’s your turn.

3. Now it’s step number 3.

   (Voiceover with text: “Step number 3, add your good reason and don’t talk about other topics”)
   “Because I like animals”
   Now it’s your turn.

4. Step number 4.

   (Voiceover with text: “Step number 4, say anymore ideas and details”)
   This is where Jesse would add her other post-school goals but all she has is her employment goal so let’s move onto step number 5.

5. Okay, step number 5.

   (Voiceover with text: “Step number 5, end your presentation”)
   “This is my post-school employment goal, do you have any questions?”
   Now you try it.

   Finally, let’s see if you used good presentation behaviors.
   (Voiceover with text: “Use good presentation behaviors. Sit up straight, look at the audience with your eyes, use professional words, and speak loud enough but don’t shout)
   Did you do those things?
   (If the participant did not do those things during the steps. Point out which one and rewatch the clip of Jesse. Point out when Jesse uses that particular step. Have the student present again and if they still continue to have difficulty, the teacher should model using the student’s goal information.)

You are almost done! The last thing we need to do is watch Jesse deliver her whole presentation and then I want you to deliver your presentation.
(Full clip of Jesse presenting her goal)

(Use the same corrective feedback procedures as during the steps but show the full clip, if the student has difficulty with the same step, the teacher should model only the specific step with the student's information.)

Review
(Use this time to review any content or part of the presentation strategy the student had difficulty with.)

Preview
The next session you are going to learn about another post-school goal: post-school education which is similar to college. You will learn about post-school education, you will decide on a goal and a reason and then add that to your presentation.

Lesson Three: Post-school Education

Today you are going to learn about continuing with school after you graduate. Have you thought about going to college or taking classes? Tell me about that. (If the student responds with no, tell them that is okay and move on. If the student responds with yes, ask them what their plans are to activate their prior knowledge then move on. If the student says they don't want to go to school after high school, tell them they may not know about all the options and this lesson may change their mind)
Today you are going to learn about what your options are for continuing your education after you finish high school.

Review
Before we begin, let's review. What is a post-school goal?
The last time we met you learned a few new words.
What is employment? Give me an example of employment.
What is an interest? Give me an example of an interest.
When we talked about your employment interests, what was one you decided on?
Last time we ended with you presenting your employment goal, tell me what that was and why.
Now, review missed items from probe using examples from earlier lesson(s).?
The last time we met you learned a few new words.
What is employment? Give me an example of employment.
What is an interest? Give me an example of an interest.
When we talked about your employment interests, what was one you decided on?
Last time we ended with you presenting your employment goal, tell me what that was and why.
Now, review missed items from probe using examples from earlier lesson(s).

Teacher Instruction/Guided Practice
The first word you are learning today is post-school education. Say the words "post-school education".
(Have the student repeat the words "post-school education" if necessary)

Post-school education means taking classes or training, say it with me, *Post-school education is taking classes or training*. Your turn. What is post-school education? *Taking classes or training.*

I am going to read some sentences. Some of these sentences will include people and their post-school education and some will not. I want you to tell me if it is post-school education and why or why not. Listen to me practice first.

10. Ann is taking classes at the community college.
    My turn. Is this post-school education? Yes.
    How do I know? Ann is taking classes.

11. Bill is working at Target.
    My turn. Is this post-school education? No.
    How do I know? Working is not taking classes or training.

12. Chloe is training to work at a doctor's office.
    Now it is your turn.
    Is this post-school education? *Yes.*
    How do you know? *Because Chloe is training.*

13. Daphne is taking a college class and has a lot of homework.
    Is this post-school education? *Yes.*
    How do you know? *Because Daphne is taking a class.*

14. Enrique is going to live with his family after he is done high school. Is this post-school education? *No.*
    How do you know? *Because Enrique is not taking classes or training.*

15. Gus works at the post office sorting mail.
    Is this post-school education? *No.*
    How do you know? *Because Gus is not taking classes or training.*

16. Freddy is taking a class on how to decorate cakes.
    Is this post-school education? *Yes.*
    How do you know? *Because Freddy is taking a class.*

17. Helen and her friend will live together after high school.
    Is this post-school education? *No.*
    How do you know? *Because Helen is not taking classes or training.*

18. Inez works at the grocery store and is training on how to be a manager.
    Is this post-school education? *Yes.*
    How do you know? *Because Inez is training to be a manager.*

As you can see from the examples, not all post-school education choices are the same. Some people go to college, some people just take a few classes, and some people train at their job.

I am going to talk to you about some of the post-school education options you have in your town.
First, you can go to college.

There is a program at Central Piedmont Community College called compensatory education. Have you heard of this? (If yes, ask them what. If they are misinformed, move onto the definition. If they are correct, tell them great and move on with the definition)
Compensatory education is a program for people with disabilities who want to improve their everyday life skills like reading, working with money, and working on employment skills. Compensatory education is a college program for people with disabilities. Say it with me, *compensatory education is a college program for people with disabilities*. Your turn. What is compensatory education? *A college program for people with disabilities*.

Let's practice with some sentences that are about compensatory education and some that are not. I will go first

10. My turn. Jill is taking college classes with people with disabilities.
    Is this compensatory education? Yes.
    How do I know? Jill is taking college classes with people with disabilities.

11. Kelly is taking college classes with people without disabilities, is this compensatory education?
    No. How did I know?
    Because Kelly is **not** taking classes with people with disabilities.

12. Landry is taking a money class and the people in his class have disabilities. Is this compensatory education?
    Yes. How do you know?
    Because Landry is taking a class with people with disabilities.

13. Marcia was in class and borrowed a pencil from another student in class who did not have a disability. Is this compensatory education?
    No. How do you know?
    Because Marcia borrowed a pencil from someone without a disability.

14. Nick is excited to take a class with people without disabilities. Is this compensatory education?
    No. How do you know?
    Because Nick's class will have people without disabilities.

15. Olive is meeting with her friends from college who do not have disabilities. Is Olive in compensatory education?
    No. How do you know?
    Because Olive's friends do not have disabilities.

16. Peter is learning how to work in the community in his class with other people with disabilities. Is this compensatory education?
    Yes. How do you know?
    Because Peter is taking a class with people with disabilities.

17. Quinn is in a drawing class and some people do not have disabilities. Is this compensatory education?
    No. How do you know?
    Because some people in Quinn's class do not have disabilities.

18. Rachel is working on counting money in her class with friends with disabilities. Is this compensatory education?
    Yes. How do you know?
    Because Rachel's friends from class have disabilities.

So compensatory education is a college program for people with disabilities who want to improve their everyday life skills like reading, working with money, and working on employment skills.
Now that you know what your first option is, what do you think of compensatory education?
(If the student indicates they like it, affirm the answer and move on. If the student indicates they may not like the program, tell them there are other options. If the student has questions about the program, answer them.)

I am going to teach you another option.
The next option is auditing classes. When you audit a college class, you are taking a college class with other people without disabilities. You can choose what class you want to take and come examples could be art, computers, history, or gym class. Auditing a college class may be a good choice because you don't have to do all the work as the rest of the students and you don't get a grade.

Auditing a college class is taking a college class with less work and no grade.
Say it with me, *auditing classes is taking a college class with less work and no grade*.
Your turn. What is auditing classes? *Taking a college class with less work and no grade.*
I am going to give you some examples of auditing classes and some that are not. I want you to listen and tell me why or why they aren't auditing classes.

1. Sylvia is taking a class at the community college but she doesn't need to do all the work. Is she auditing a class?
   Yes. How did I know?

Because she doesn't need to do all the work in her college class.

2. Thomas is taking a class at the community college but he has to do just as much work as everyone else because he wants a grade. Is he auditing a class?
   No. How did I know?
   Because he has to do all the work and he gets a grade.

3. Vince is taking classes for a grade at the community college and has to do all the assignments. Is he auditing a class?
   No. How do you know?
   Because Vince has to do all the assignments in his classes.

4. Nick is taking a cooking class with students without disabilities and will not get a grade. Is he auditing a class?
   Yes. How do you know?
   Because he won't get a grade.

5. William's teacher told him he doesn't need to do all the work in this class. Is William auditing a class?
   Yes. How do you know?
   Because William doesn't need to do all the work in the class.

6. Olive is planning to take college classes with students without disabilities but is worried because she will have to do all the work. Is she planning to audit a class?
   No. How do you know?
   Because Olive will have to do all the work in her classes.

7. Quinn just finished his college class and did all the work and got a B for a grade. Did Quinn audit a class?
   No. How do you know?
   Because Quinn had to do all the work in his class and he got a grade.

8. Peter really likes his classes because he only has to do the work he is able to do. Is Peter auditing a class
   Yes. How do you know?
   Because he doesn't have to do all the work.

9. Rachel met with someone from the community college and they explained she can take a class and do less work than other students. Is this auditing a class?
   Yes. How do you know?
   Because she will be doing less work.

Now you know two options for post-school education. First is compensatory education and the next is auditing classes. Do you think either of those might be good for you? (If the student chooses one, affirm and move on. If the student does not choose one, tell them you have one more option they may like and move on)

I am going to teach you the third option.
The next post-school option is to take a training program. A training program teaches you to do a job. Have you ever heard of this? (If they have, tell them great and move on. If not, tell them okay and move on).
In a training program, you learn to do a job. Say it with me, in a training program you learn to do a job. Your turn. In a training program, what do you learn? *you learn to do a job.*
I am going to give you examples of some things that are training programs and some that are not. I want you to tell me which are training programs and why or why not.

1. Ted helps fix TVs and is thinking about taking a training program to learn how to fix DVD players.
   My turn. Is this a training program? Yes.
   How do I know? Ted would learn how to do a job, fix DVD players.

2. Vivian just finished high school and is going to the community college to take reading and math classes.
   My turn. Is this a training program? No.
   How do I know? S*he will not be learning to do a job.*

3. Alfie is going to work at a shoe store. Is this a training program?
   No. How do you know?
   Because working is not learning how to do a job.

4. Chrissy is learning how to work in a lawyer's office. Is this a training program?
   Yes. How do you know?
   Because Chrissy is learning how to work in a lawyer's office.

5. Betsy works at a grocery store and is taking classes to work in the bakery. Is this a training program?
   Yes. How do you know?
   Because Betsy is learning how to work in a bakery.

6. Diondre's is taking a college class and doesn't have to do all the work. Is this a training program?
   No. How do you know?
   Because he is not learning how to do a job.

7. Fran wants to work in a veterinarian's office but needs to learn how to do the work. Is this a training program?
   Yes. How do you know?
   Because she will learn how to work in a veterinarian's office.

8. Elle is going to college next year and will be learning how to cook and clean with other people with disabilities. Is this a training program?

No. How do you know?
Because she is not learning how to do a job.

9. Greta is learning how to be a teacher's assistant. Is this a training program?
   Yes. How do you know?
   Because she is taking classes to learn how to do a job.

Now you have learned about all three options. Let's review.
If you are taking college classes with people with disabilities and learning reading, math, and life skills, what is this called? *Compensatory education.*
If you are taking a regular college class with students without disabilities but it is less work and you don't get a grade, what is this called? *Auditing a class.*
When you are in a program and you are learning to do a job, what is this called? *A training program.*

Out of those three options: compensatory education, auditing classes, and a training program, which one do you want to set as your post-school education goal? (If students have difficulty identifying their choice, provide the definition of one option and ask them if they like that and continue to walk through each option until they pick one. Students may need the instructor to compare and contrast each example also.)
Your post-school employment goal is _____.

Now it's time to learn how to tell people why you chose _____. When you tell people your reason it should make sense with your goal. The best way to explain to someone why you chose _____ is to tell them what you like about it.
For example, compensatory education is classes just with people with disabilities. Do you enjoy being with people with disabilities or do you want to meet people without disabilities? Auditing classes is taking college classes but there is less work than a regular class. Do you want to audit a class and not have to do all the work or would it be more fun to have to do everything? Do compensatory education and auditing classes sound too difficult? A training program is about learning how to do a job. Do you want to take classes just to learn to do a job?

I want to read you some post-school education goal examples and the reasons people chose them. I want you to tell me if they are a good reason or not and why.

1. Sylvia is auditing classes because she wants to take a college class but not do all the work. Is this a good reason?
   Yes. How did I know?
   Because auditing a class means not doing all the work.

2. Thomas is starting compensatory education because he wants to be trained in how to take care of animals. Is this a good reason?
   No. How did I know?
   Because compensatory education does not train you to do a job.
   What should Thomas take to learn how to do a job?

3. Vince is enrolling in a training program because he wants to take classes but not do all the work. Is this a good reason?
   No. How do you know?
   Because a training program requires you to do all the work.
   What should Vince do if he wants to take classes but not do all the work?

4. Nick wants to audit classes because he wants to take college classes but not do all the work. Is this a good reason?
   Yes. How do you know?
   Because auditing classes means you don't have to do all the work.

5. William wants to start compensatory education because he wants to take life skills classes with people with disabilities. Is this a good reason?
   Yes. How do you know?
   Because compensatory education is classes for people with disabilities.

6. Olive is auditing a class because she wants to take a class and do all the work. Is this a good reason?
   No. How do you know?
   Because when Olive audits a class she won't have to do all the work.
   What should Olive take if she wants to take college classes and do all the work?

7. Quinn is taking compensatory education because he wants to learn how to do a job. Is this a good reason?
   No. How do you know?
   Because compensatory education does not teach you to do a job.
   What should Quinn do if he wants to learn how to do a job?

8. Peter is starting a training program at work because he wants to get better at his job. Is this a good reason?
   Yes. How do you know?
   Because a training program teaches you to do a job.

9. Rachel wants to take a training program in typing because she wants to get a job in an office typing. Is this a good reason?
   Yes. How do you know?
   Because a training program in typing will help Rachel become a better typist.

Now that you know how to explain why you want to _____, what is your reason?

Presentation instruction

Just like the last session, I am going to show you another video of someone presenting his post-school goals. Last time we watched Jesse presenting to her teacher. This time we

will see Bill presenting to his class and he will have two goals: employment and post-school education.

Remember, it is important when you tell your post-school goals to talk to people like you are an adult. If you act serious and are professional when delivering your presentation, people might be more willing to listen to you.

Lets watch a video of Bill delivering his presentation of his employment and post-school education goal.
(Full clip of Bill delivering his goals)
"I want to tell you about my post-school goals. I want to be a janitor because I like to clean. I want to take compensatory education because I want to learn how to count money and be with people with disabilities. Those are my post-school goals, do you have any questions?"

(Text of all five steps)
The first step is to talk about your goals. The second step is to say your first goal. The third step is to add your reason. Don't talk about anything else but your goal and reason. Remember, this means if you are talking about starting compensatory education you only talk about compensatory education-not other topics like making your bed or eating dinner. The fourth step is to tell your other goals and reasons. This is the part where you will add your second goal, post-school education. The fifth step is to end your presentation by letting them know it's over and asking for questions.

Finally, you want to act professional. These include sitting up straight, looking at the audience with your eyes, using professional and appropriate words, and speak loud enough for your audience to hear but don't shout.

Lets watch Bill again and see if he follows each step.
(Full clip of Bill delivering his goals)
Did he introduce his topic? What did he say? *I want to tell you about my post-school goals.*
Did he say his idea? What did he say? *I want to be a janitor*
Did he add a good detail? What was it? *Because he likes to clean*
Did he have anymore ideas to add? *What was it? I want to take compensatory education because I want to learn how to count money and be with people with disabilities.*
Did he summarize his topic? What did he say? *Those are my post-school goals, do you have any questions?*
Did he use look professional? Did he sit up straight? Did he look at the audience with his eyes? Did he use appropriate words? Did he speak loud enough but not yell?

Now it's your turn but first lets watch Bill deliver the first part of his presentation-his employment goal and you do that since you already know how to do that.
(Clip of Bill delivering employment goal)

(Have student deliver employment goal. If they have difficulty, stop them and have them re-watch Bill deliver his employment goal. If they continue to have difficulty, model the goal using the student's own employment goal.)

6. Lets watch Bill do the first step and I want you to do exactly what he does but use your own goal.

   (Voiceover with text: "Step number 1, introduce your topic")
   "I want to tell you about my post-school goals."
   Now it's your turn.
   (If incorrect, give corrective feedback and show clip again. If still incorrect, teacher should model the step with the student's information)

7. Let's move onto step number 2.

   (Voiceover with text: "Step number 2, say your first goal")
   "I want to take compensatory education"
   Now it's your turn.
   (Use same corrective feedback procedures.)

8. Now it's step number 3.

   (Voiceover with text: "Step number 3, add your good reason and don't talk about other topics")
   "Because I want to learn how to count money and be with people with disabilities.."
   Now it's your turn.
   (Use same corrective feedback procedures.)

9. Step number 4.

   (Voiceover with text: "Step number 4, say anymore goals and reasons")
   This is where Bill would add other goals but he has already said his employment goal so let's move onto step number 5.

10. Okay, step number 5.

    (Voiceover with text: "Step number 5, end your presentation")
    "These are my post-school goals, do you have any questions?"
    Now you try it.
    Use same corrective feedback procedures.

    Finally, let's see if you used good presentation skills.
    (Voiceover with text: "Sit up straight, look at the audience with your eyes, use professional words, and speak loud enough but don't shout)

Did you do those things?
(If the participant did not do those things during the steps. Point out which one and rewatch the clip of Bill. Point out when Bill uses that particular step. Have the student present again and if they still continue to have difficulty, the teacher should model using the student's goal information.)

You are almost done! The last thing we need to do is watch Bill deliver his whole presentation and then I want you to deliver your presentation.
(Full clip of Bill presenting his goals)
(Use the same corrective feedback procedures as during the steps but show the full clip, if the student has difficulty with the same step, the teacher should model only the specific step with the student's information.)

Review
(Use this time to review any content or part of the presentation strategy the student had difficulty with.)
Preview
The next session you are going to learn about another post-school goal: a goal for living which is about where you will live. You will learn about living options, you will decide on a goal and a reason, and then add that to your presentation.

Lesson Four: Living

Today you are going to learn about what your options for where you can live after you finish high school. Have you thought about where you want to live? (if the student responds no, tell them that is okay and move on. If the student responds yes, ask them what their plans are to activate their prior knowledge then move on.)

Review
Before we begin, let's review. The last time we met you learned a new word.
What is post-school education? What is your post-school education goal? Why?
What is employment? What is your employment goal? Why?
(Review any concepts student missed on previous probe. Refer to examples used in lessons one and two for review.)

Teacher Instruction/Guided Practice
You have learned about two post-school goal areas before this lesson: employment and post-school education and now you are learning about where to live. A post-school goal for living is about how you want to live. This could be who you want to live with or what kind of help you may need. For example, you may want to live alone but will still need help with grocery shopping or you may want to live with friends. These are both goals for living.
A goal for living is how you want to live, say it with me, *a goal for living is how you want to live*. Your turn. What is a goal for living? *How you want to live.* I am going to read you some examples and nonexamples of students' goals for living and I want you to tell me if they are an example and why or why not. Listen to me practice first.

1. Jenna wants to live with her family.
   My turn. Is this a goal for living? Yes.
   How do I know? Jenna is talking about how she wants to live.

2. Mark wants to work in an office.
   My turn. Is this a goal for living? No.
   How do I know? Mark is not talking about how he wants to live.
   What kind of goal is it? Employment goal.

3. Shelly wants to live with friends.
   Now it is your turn.
   Is this a goal for living? *Yes.*
   How do you know? *She is talking about how she wants to live.*

4. La'Shawndra wants to audit college classes.
   Is this a goal for living? *No.*
   How do you know? *She is not talking about how she wants to live.*
   What kind of goal is it? *Post-school education goal.*

5. Jimmy wants to work with children.
   Is this a goal for living? *No.*
   How do you know? *He is not talking about how he wants to live.*
   What kind of goal is it? *Employment goal.*

6. Hillary wants to have some help cooking and cleaning in her home.
   Is this a goal for living? *Yes.*
   How do you know? *She is talking about how to live.*

7. Presley wants to live with three friends with disabilities.
   Is this a goal for living? *Yes.*
   How do you know? *She is talking about how to live.*

8. Jean wants to take compensatory education.
   Is this a goal for living? *No.*
   How do you know? *She is not talking about how she wants to live.*
   What kind of goal is it? *Post-school education goal.*

9. Bart wants to live with his sister.
   Is this a goal for living? *Yes.*
   How do you know? *He is talking about how he wants to live.*

When you decide where you want to live, you have a few choices.
First, one option for where you can live is with your family. Who is in your family? (If they don't know or give you the incorrect answer, provide them with some ideas- brothers, sisters, mom, dad, etc.)

Living with your family means living with someone in your family, say it with me, *living with family means living with someone in your family*. Your turn. What is living with family? *living with someone in your family.*

I am going to read some sentences. Some of these sentences will include people living with their family and some will not. I want you to tell me if it is about someone living with their family and why or why not. Listen to me practice first.

19. Jessica lives with her brother.
    My turn. Does she live with her family? Yes.
    How did I know? Jessica's brother is her family.

20. Bill wants to live with his friend.
    My turn. Is this living with family? No.
    How did I know? A friend is not family.

21. Kyle lives with his grandmother.
    Now it is your turn.
    Is this living with family? Yes.
    How do you know? *Kyle's grandmother is his family.*

22. Liz is going to live with his parents.
    Is this living with family? Yes.
    How do you know? *Liz's parents are her family.*

23. Martin is going to live alone.
    Is this living with family? No.
    How do you know? *Martin will not live with anyone from his family.*

24. Nicholas lives with two friends.
    Is this living with family? No.
    How do you know? *Nicholas's friends are not family.*

25. Otis is living with his cousin.
    Is this living with family? Yes.
    How do you know? *Otis's cousin is his family.*

26. Paige is living with her best friend.
    Is this living with family? No.
    How do you know? *Paige's best friend is not her family.*

27. Rita lives with her brother.
    Is this living with family? Yes.
    How do you know? *Rita's brother is her family.*

The next option is to live in a group home. The people who live there usually get help from people without disabilities. Those people help them cook, clean, and go places in their town like the store and movies.
A group home is a home where a few people with disabilities live, Say it with me, *a group home is a home where a few people with disabilities live*. Your turn. What is a group home? *A home where a few people with disabilities live*.

Let's practice with some sentences that are about people living in a group home and some that are not. Listen to me first.

19. Brandy lives in a home with people with disabilities.
    My turn. Is this living in a group home? Yes.
    How did I know? *Brandy lives in a home with people with disabilities.*

20. Candy lives with her mother.
    My turn. Is this living in a group home? No.
    How did I know? *Candy does not live with a few people with disabilities.*

21. Debbie lives with Jill and Rita who have disabilities and they get help going grocery shopping.
    Now it is your turn.
    Is this living in a group home? *Yes.*
    How do you know? *Debbie lives with a few people with disabilities.*

22. Eric lives in a home with his friend who does not have a disability.
    Is this living in a group home? *No.*
    How do you know? *Eric is not living with a few people with disabilities.*

23. Frances lives alone.
    Is this living in a group home? *No*.
    How do you know? *Living alone is not living with a few people with disabilities.*

24. Gretchen is living in a home with her sister.
    Is this living in a group home? *No.*
    How do you know? *Because living with her sister is not living with a few people with disabilities.*

25. Harry is living with some friends who have disabilities and they get help cooking and cleaning.
    Is this living in a group home? *Yes.*
    How do you know? *Because Harry is living with a few people with disabilities.*

26. Jacob lives with his brother and sister.
    Is this living in a group home? *No*.
    How do you know? *Because living with his brother and sister is not living with a few people with disabilities.*

27. Rachel is living in a home with Mary and Jessica who have disabilities. Is this living in a group home? *Yes.*
    How do you know? *Because Rachel's friends have disabilities.*

Now you know about two options for living, living with family and living in a group home. Do you think either of those might be good for you? (If the student chooses one, affirm and move on. If the student does not choose one, tell them there is another option they may like and move on.)
The last option is supported living. Supported living is someone who is paid to help you at home. Some things this person can help you with could be cooking, cleaning, shopping, and budgeting. This person may live with you or this person could check in with you every day or every week.
Supported living is someone who is paid to help you at home, say it with me, *supported living is someone who is paid to help you at home.* Your turn. What is supported living? S*omeone who is paid to help you at home.*
I am going to give you some examples of supported living and some that are not. I want you to listen and tell me why or why they aren't supported living. Listen to me first.

10. Mary is living with someone who is paid to help her cook and clean.
    My turn. Is this supported living? Yes.
    How do I know? Mary has someone paid to help her at home.

11. Nancy is living with her sister.
    Is this supported living? No.
    How do I know? Nancy's sister is not paid to help her because she is family.

12. Betsy lives with a few friends with disabilities.
    Now it is your turn.
    Is this supported living? *No.*
    How do you know? *Betsy's friends are not paid to help her.*

13. Bob is someone who visits Jim and is paid to help him budget his money every week.
    Is this supported living? *Yes.*
    How do you know? *Bob is paid to help Jim at home.*

14. Wally has someone who is paid to help him cook and grocery shop every day.
    Is this supported living? *Yes.*
    How do you know? *Wally has someone who is paid to help him at home.*

15. Melinda lives with her parents.
    Is this supported living? *No.*
    How do you know? *Melinda's parents are not paid to help her.*

16. Charlie lives alone and does not get any help from anyone.
    Is this supported living? *No.*
    How do you know? *Charlie does not have someone who is paid to help him at home.*

17. Jennifer's friend is paid to drive her to the movie and helps her take care of her garden.
    Is this supported living? *Yes.*
    How do you know? *Jennifer's friend is paid to help her at home.*

18. Florence lives with someone who helps her schedule doctor's appointments.
    Is this supported living? *Yes.*
    How do you know? *Florence has someone who is paid to help her at home.*

Those are the three options you are going to learn about for living. Let's review.
First, you can live with family. What is living with family? *Living with someone in your family.*
Next you can live in a group home. What is living in a group home? *Living with a few people with disabilities.*
Finally, you can have supported living. What is supported living? *Someone who is paid to help you at home.*
Which one do you want to set as your post-school goal for living? (If students have difficulty identifying their choice, provide the definition of one option and ask them if they like that and continue to walk through each option until they pick one. Students may need the instructor to compare and contrast each example also.)
Your post-school goal for living is _____.

Now it's time to learn how to tell people why you chose _____. When you tell people your reason it should make sense with your goal. The best way to explain to someone why you chose _____ is to tell them what you like about it.
For example, living with family means you will live with someone in your family. Is there someone in your family you would want to live with? Living in a group home is living with people who have disabilities and you get help with things like shopping and cooking. Do you enjoy being with people with disabilities or do you want to live with people without disabilities? Supported living means you have someone who is paid to help you at home. Do you think you would like to have someone who is paid to help you?

I want to read you some post-school goals for living examples and the reasons people chose them. I want you to tell me if they are a good reason or not and why.

10. Hillary wants to live with her sister because she wants to live with someone in her family. My turn. Is this a good reason? Yes.
    How do I know? Living with a sister is living with someone in your family.

11. Amanda wants to live in a group home because she wants to live alone.

Is this a good reason? No.
How do I know? Living in a group home means you will live with people.

12. Thomas wants to get supported living because he wants someone to check in on him every week to help him with grocery shopping.
    Now it is your turn. Is this a good reason? *Yes.*
    How do you know? *Supported living means you have someone who is paid to help you at home.*

13. Nick wants to live with family because he thinks it would be great to live with his cousin.
    Is this a good reason? Yes.
    How do you know? *Living with a cousin is living with someone in your family.*

14. William wants to get supported living because he wants help with budgeting and cooking. Is this a good reason? *Yes.*
    How do you know? *Supported living is having someone who is paid to help you with budgeting and cooking.*

15. Cindy wants to live in a group home because she wants to live with her parents.
    Is this a good reason? *No.*
    How do you know? *Cindy's parents do not live in a group home.*

16. Quinn wants to live with family and have someone who is paid to help him clean.
    Is this a good reason? *No.*
    How do you know? *Living with family means someone won't be paid to help him.*

17. Jackson wants to get supported living because he wants to live with someone who can help him get to work.
    Is this a good reason? *Yes.*
    How do you know? *Supported living means someone is paid to help Jackson with getting to work.*

18. Louisa wants to live with family because she wants to live with her sister.
    Is this a good reason? *Yes.*
    How do you know? *Living with her sister is living with someone in her family.*

Now that you know how to explain why you want to _____, what is your reason? (if the student can give a reason, affirm and move on. If they have difficulty, walk them through each option and ask the student if they would like the different characteristics of each option (e.g., group home means living with a few people with disabilities) If the student continues to experience difficulty, compare and contrast the options.)

Presentation instruction

Just like the last two sessions, I am going to show you another video of someone presenting their post-school goals. We have already seen a student presenting their employment goal and then another student presenting both their employment and post-school education goal. This time we will see Noelle presenting all three goals, employment, post-school education, and living, at a meeting.

Remember, it is important when you tell your post-school goal presentation you talk to the people like you are an adult. If you act serious and are professional when delivering your presentation, people might be more willing to listen to you.

Let's watch a video of Noelle delivering her presentation of all three goals.
(Full clip of Noelle delivering her goals)
"I want to tell you about my post-school goals. I want to work at an office because I like to file papers. I want to complete a training program in computers because I want to get better at using them. Finally, I want to live in a group home because I want to live with other people with disabilities. Those are my post-school goals, do you have any questions?"

(Text of all five steps)
The first step is to talk about your goals. The second step is to say your first goal. The third step is to add your reason. Don't talk about anything else but your goal and reason. Remember, this means if you are talking about starting compensatory education you only talk about compensatory education-not other topics like making your bed or eating dinner. The fourth step is to tell your other goals and reasons. This is the part where you will add your second goal, post-school education. The fifth step is to end your presentation by letting them know it's over and asking for questions.

Finally, you want to act professional. These include sitting up straight, looking at the audience with your eyes, using professional and appropriate words, and speak loud enough for your audience to hear but don't shout.

Lets watch Noelle again and see if she follows each step.
(Full clip of Noelle delivering her goals)
Did she introduce her topic? What did she say? *I want to tell you about my post-school goals.*
Did she say her goal? What did she say? *I want to work in an office*
Did she add a reason? What was it? *Because I like to file papers*
Did she have anymore goals to add? What were they? *I want to complete a training program in computers because I want to get better at using them. Finally, I want to live in a group home because I want to live with other people with disabilities.*
Did she end her presentation by summarizing and asking for questions? What did she say? *Those are my post-school goals, do you have any questions?*
Did she look professional? Did she sit up straight? Did she look at the audience with her eyes? Did she use appropriate words? Did she speak loud enough but not yell?

Now it's your turn but first lets watch Noelle deliver her first two goals since you already know how to do that.
(Clip of Noelle delivering employment and post-school education goals)
(Have student deliver two goals. If they have difficulty, stop them and have them re-watch Noelle deliver her goals. If they continue to have difficulty, model the goals using the student's own employment goal.)

11. Lets watch Noelle do the first step and I want you to do exactly what she does but use your own goal.

    (Voiceover with text: "Step number 1, introduce your topic")
    "I want to tell you about my post-school goals."
    Now it's your turn.
    (If incorrect, give corrective feedback and show clip again. If still incorrect, teacher should model the step with the student's information)

12. Let's move onto step number 2.

    (Voiceover with text: "Step number 2, say your first goal")
    "I want to live in a group home"
    Now it's your turn.
    (Use same corrective feedback procedures.)

13. Now it's step number 3.

    (Voiceover with text: "Step number 3, add your good reason and don't talk about other topics")
    "Because I want to live with other people with disabilities."
    Now it's your turn.
    (Use same corrective feedback procedures.)

14. Step number 4.

    (Voiceover with text: "Step number 4, say anymore goals and reasons")
    I want to complete a training program in computers because I want to get better at using them. Finally, I want to live in a group home because I want to live with other people with disabilities.
    Now it's your turn
    (Use same corrective feedback procedures)

15. Okay, step number 5.

    (Voiceover with text: "Step number 5, end your presentation by summarizing and asking for questions")
    "These are my post-school goals, do you have any questions?"

Now you try it.
(Use same corrective feedback procedures.)

Finally, let's see if you used good presentation skills.
(Voiceover with text: "Sit up straight, look at the audience with your eyes, use professional words, and speak loud enough but don't shout)
Did you do those things?
(If the participant did not do those things during the steps. Point out which one and rewatch the clip of Noelle. Point out when Noelle uses that particular step. Have the student present again and if they still continue to have difficulty, the teacher should model using the student's goal information.)

You are almost done! The last thing we need to do is watch Noelle deliver her whole presentation and then I want you to deliver your presentation.
(Full clip of Noelle presenting his goals)
(Use the same corrective feedback procedures as during the steps but show the full clip, if the student has difficulty with the same step, the teacher should model only the specific step with the student's information.)

Review
(Use this time to review any content or part of the presentation strategy the student had difficulty with.)
So, now you have set three post-school goals. You did a great job.

Booster session:
Once the student has been given both the presentation and knowledge probes, if they continue to score below mastery (i.e., 75% across two days on presentation probe), they will need an additional booster session to move into the maintenance phase. Instead of being presented with additional video models, the interventionist will model the presentation strategy with the participant's goals and target the steps they are having difficulty with.

APPENDIX I: EMPLOYMENT INVENTORY OF INTERESTS

What do you like to do?

Work inside?



Work outside?



Work with animals?



Work with children?



Work with food?



Work in a store?



Work with your muscles?

Anything else?:

APPENDIX J: SAMPLE GOAL-RELATED VOCABULARY PROBE

1. Cindy wants to live with her family after she is done with high school.
    a. Is this a post-school goal? *Yes*
    b. How do you know? *It is something she wants to do after high school/wants after high school*

2. Louis gets paid every Friday for working at McDonald's.
    a. Is this employment? *Yes*
    b. How do you know? *He is paid to work/paid working*

3. Jackson is sad he has to clean his bathroom today.
    a. Is this an interest? *No*
    b. How do you know? *He does not like to clean/cleaning is not something he likes/does not like cleaning*

4. Nina's post-school employment goal is to work at a bakery. Her reason is because she likes to garden.
    a. Is this a good reason? *No*
    b. How do you know? *She won't garden at a bakery/baking and gardening are different jobs/different jobs*

5. Bill wants to work at Target.
    a. Is this post-school education? *No*
    b. How do you know? *Bill is not taking classes or training/this is a goal about employment/employment*

6. Jess is taking classes to learn how to be a teacher's helper.
    a. Is this a training program? *Yes*
    b. How do you know? *She is taking classes/learning to do a job/learning a job*

7. William wants to take college classes with people with disabilities.
    a. Is this compensatory education? *Yes*
    b. How do you know? *He is taking college classes with people with disabilities/classes with disabilities*

8. Marta wants to audit classes because she wants to take a class with no grade.
    a. Is this a good reason? *Yes*

   b. How do you know? *When she audits classes she won't get a grade/audits no grade*

9. Presley wants to live with friends.
   a. Is this a goal for living? *Yes*
   b. How do you know? *She is talking about how she wants to live/how she wants to live/how to live*

10. Jose's post-school goal for where he wants to live is in a group home. His reason is because he wants to live with other people with disabilities.
   a. Is this a good reason? *Yes*
   b. How do you know? *A group home is where a few people with disabilities live/he lives with a few people with disabilities/lives with disabilities*

11. Jolene lives with someone who is paid to help her.
   a. Is this supported living? *Yes*
   b. How do you know? *Supported living is having someone paid to help at home/she has someone paid to help her at home/paid to help at home*

12. Adrian is living with her parents.
   a. Is she living with family? *Yes*
   b. How do you know? *Adrian's parents are her family/she lives with her family/lives with family*

APPENDIX K: PRESENTATION SKILLS RUBRIC

Component	**Correct**			**Partially Correct**			**Incorrect**		
Presents findings Total: /3	1			.5			0		
	States specific goal (e.g., "I want to work at Target" rather than "I want to get a job") independently			Requires a prompt (i.e., what is your employment/post-school education/living goal?) to state goal correctly			Could not answer, answer not specific enough		
	E □	PSE □	IL □	E □	PSE □	IL □	E □	PSE □	IL □
Presents supporting evidence Total: /3	1			.5			0		
	Sates rationale with logical relationship to goal independently (based on interests)			Requires prompting (e.g., "Why do you want to work at Target?") to state rationale			Requires more than one prompt to state rationale, cannot answer, rationale does not match goal		
	E □	PSE □	IL □	E □	PSE □	IL □	E □	PSE □	IL □

Sequencing	1	.5	0
Total: /1 N/A	Presents goals before rationales (all **three** goals)	Presents goals before rationales for **two** goals	Presents goals before rationales for **one or no** goals
Relevant information Total: /1	1	.5	0
	All information is relevant	Makes one irrelevant statement	Multiple irrelevant statements are made/needs prompting to stay on topic (e.g., "keep telling me about your goals")
Behaviors and style Total: /2	2	1	0
	Sits up straight, looks towards audience, uses appropriate language, speaks at acceptable rate and volume	Makes attempt to sit up straight, looks toward audience, uses appropriate language, and speaks at acceptable rate and volume but has difficulty maintaining it	Does not make attempt to sit up straight, does not look toward audience, uses inappropriate language, and/or does not speak at acceptable rate or volume level

Date/session:

Student:

Score: / IOA:

APPENDIX L: SOCIAL VALIDITY QUESTIONNAIRE FOR STUDENT

Statement	2	1
I liked participating in these lessons.	Yes 	No 
These lessons taught me to tell people things in a professional way.	Yes 	No 
These lessons helped me plan for my future.	Yes 	No 
These lessons taught me things about life after graduation I did not know.	Yes 	No 
I would like to learn more about my future.	Yes 	No 

Do you have anything else you would like to share about the lessons or what you learned?

_____

APPENDIX M: SOCIAL VALIDITY QUESTIONNAIRE FOR CLASSROOM TEACHER ON OUTCOMES

	I agree	I somewhat agree	I am neutral	I somewhat disagree	I disagree
This intervention helped the participant improve their ability to verbally communicate his or her goals and rationales.	**5**	**4**	**3**	**2**	**1**
This intervention helped the participant improve his or her ability to use appropriate presentation skills (e.g., eye contact, volume, rate of speech, no slang).	**5**	**4**	**3**	**2**	**1**
This intervention helped the participant to select post-school goals.	**5**	**4**	**3**	**2**	**1**
This intervention helped the participant increase his or her participation in informal transition meetings.	**5**	**4**	**3**	**2**	**1**

Total:

APPENDIX N: SOCIAL VALIDITY QUESTIONNAIRE FOR CLASSROOM TEACHER ON INTERVENTION

	I agree	I somewhat agree	I am neutral	I somewhat disagree	I disagree
This intervention seems easy to implement.	**5**	**4**	**3**	**2**	**1**
This intervention seems easy to develop.	**5**	**4**	**3**	**2**	**1**
This intervention seems cost-effective.	**5**	**4**	**3**	**2**	**1**
I would use this intervention to teach other students these same skills.	**5**	**4**	**3**	**2**	**1**
I would use this intervention to teach students additional skills.	**5**	**4**	**3**	**2**	**1**

APPENDIX O: SOCIAL VALIDITY QUESTIONNAIRE FOR SPECIAL EDUCATION TEACHERS

Directions:

Watch each video clip. Rank the videos by who has the most meaningful participation in his or her meeting with 1 being the least amount of meaningful participation and four being the most amount of meaningful participation. Each number should have one letter assigned to it.

1 Least meaningful participation	2 Some meaningful participation	3 More meaningful participation	4 Most meaningful participation

APPENDIX P

OPTIONS AND INSTRUCTIONAL ACTIVITIES FOR EACH OUTCOME AREA

Outcome area	Type of goal	Options	Instructional Activities
Employment	Where they want to work	Personalized to participant	Interest inventory/questions
PSE	Type of program	Compensatory education Audit classes Training program	Definition of options
Ind. Living	Type of support	With family With a roommate In a group home	Definition of options