Effects of *Transition to Adulthood* on Functional Skills for Students with Disabilities

Meghan O'Neal, M.A.

Ohio State University

Study Goals

- To systematically replicate the original study of *Transition to Adulthood* conducted in New York.

- To evaluate the effectiveness of *Transition to Adulthood* on additional target skills in a novel setting.

Study Details

Participants	Four males between the ages of 14 to 18 years old identified with ASD, intellectual disability and/or multiple disabilities. All participants were enrolled in a self-contained class for students with moderate/severe disabilities.
Setting	A suburban public high school in Ohio. Data collection occurred during the regular school day in an empty school lounge to minimize distractions.
Demographics	District enrollment was approximately 16,500 students; 12% of the students in the district received special education services.

Target Skills

Caleb	Connor	Daniel	Eddie
Adding an Event to a Calendar	Rolling Silverware	Adding an Event to a Calendar	Setting an Alarm Clock
Rolling Silverware	Folding Towels	Rolling Silverware	Using a Timer to Change Activities
Bussing Tables	Setting an Alarm Clock	Bussing Tables	Bussing Tables

Note. Pseudonyms are used for all participants.

Study Design

- A single case research design called multiple baseline across skills was used to evaluate the effects of *Transition to Adulthood* on high school students' ability to complete vocational tasks.

- The design was concurrently replicated across four participants.

- Phases were baseline, intervention and maintenance with a generalization probe in each phase

Intervention

- Participants were given access to the *TeachTown Transition to Adulthood*® curriculum:
  - shown a video model of the target skill
  - completed a 5-minute computer-based lesson
  - practiced the skill with least-to-most prompting and a visual task analysis when needed
- Participants then completed the skill independently without help or access to the curriculum materials.
- The mastery criterion was independently completing the skill without missing more than one step for three consecutive sessions.

Maintenance

- After students mastered their target skill, they moved to the maintenance phase.

- During maintenance, participants were asked to complete the target skill without access to the video model, teacher prompts or computer-based activities.

- The teacher assessed student's ability to maintain the task for up to four months.

Generalization

- For generalization, participants were asked to do the target skill with a slight variation.

- Generalization probes came from the the Planning for Generalization section of the lesson plan on the *Transition to Adulthood* Teacher's Guide.

- The teacher did not provide training on the generalization task – she simply evaluated whether the student was able to generalize the target skills to slightly different conditions.

STUDY RESULTS

Figure 1.
Percentage of steps completed correctly and independently for "Caleb" for adding an event to a social calendar, rolling silverware, and bussing tables.

Open circles represent generalization probes.
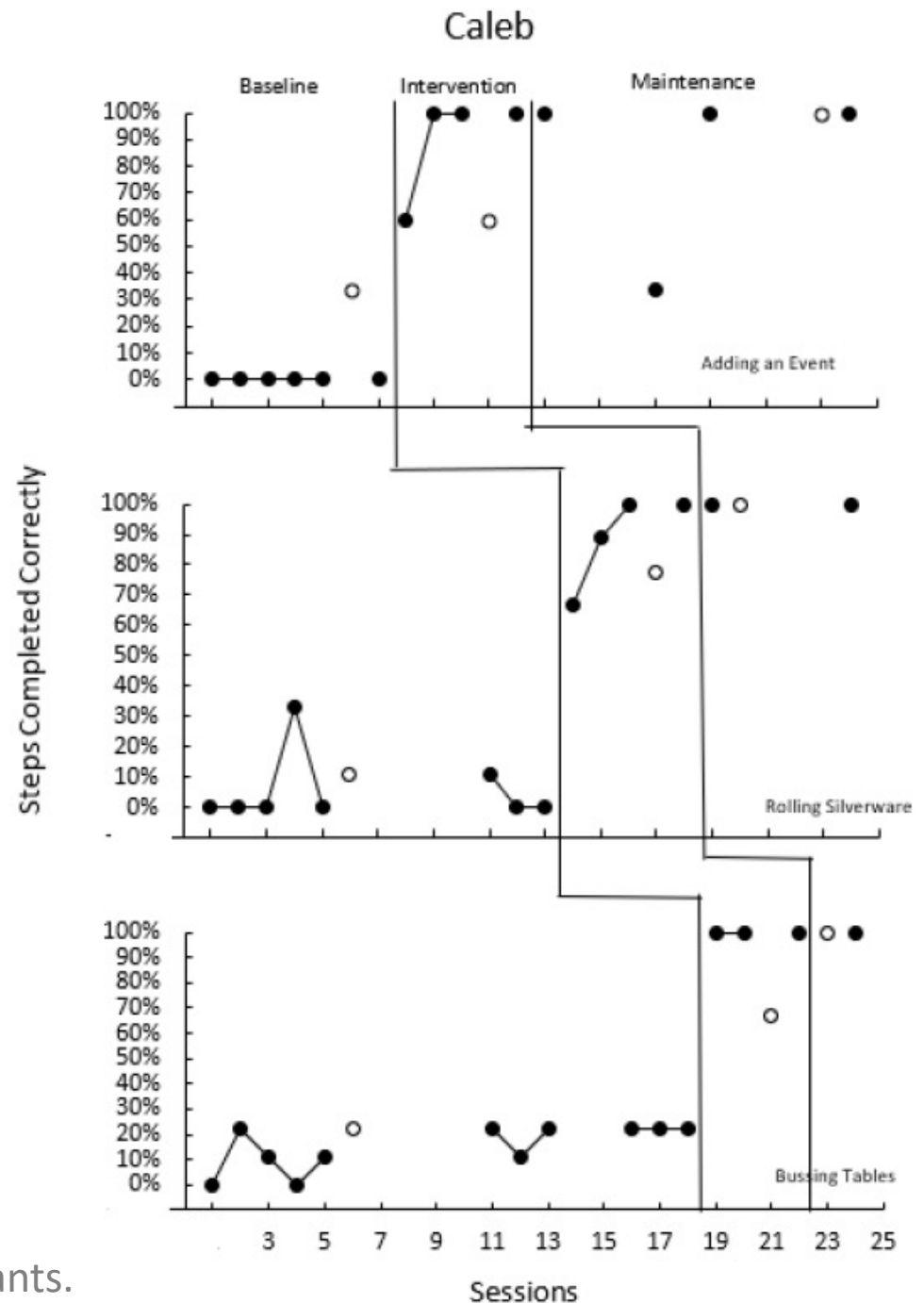
Note. Pseudonyms are used for all participants.

Figure 2.
Percentage of steps completed correctly and independently for "Connor" for rolling silverware, folding towels, and setting an alarm clock.

Dotted lines represent a procedure change – a review of vocabulary needed to complete the skill.

Open circles represent generalization probes.
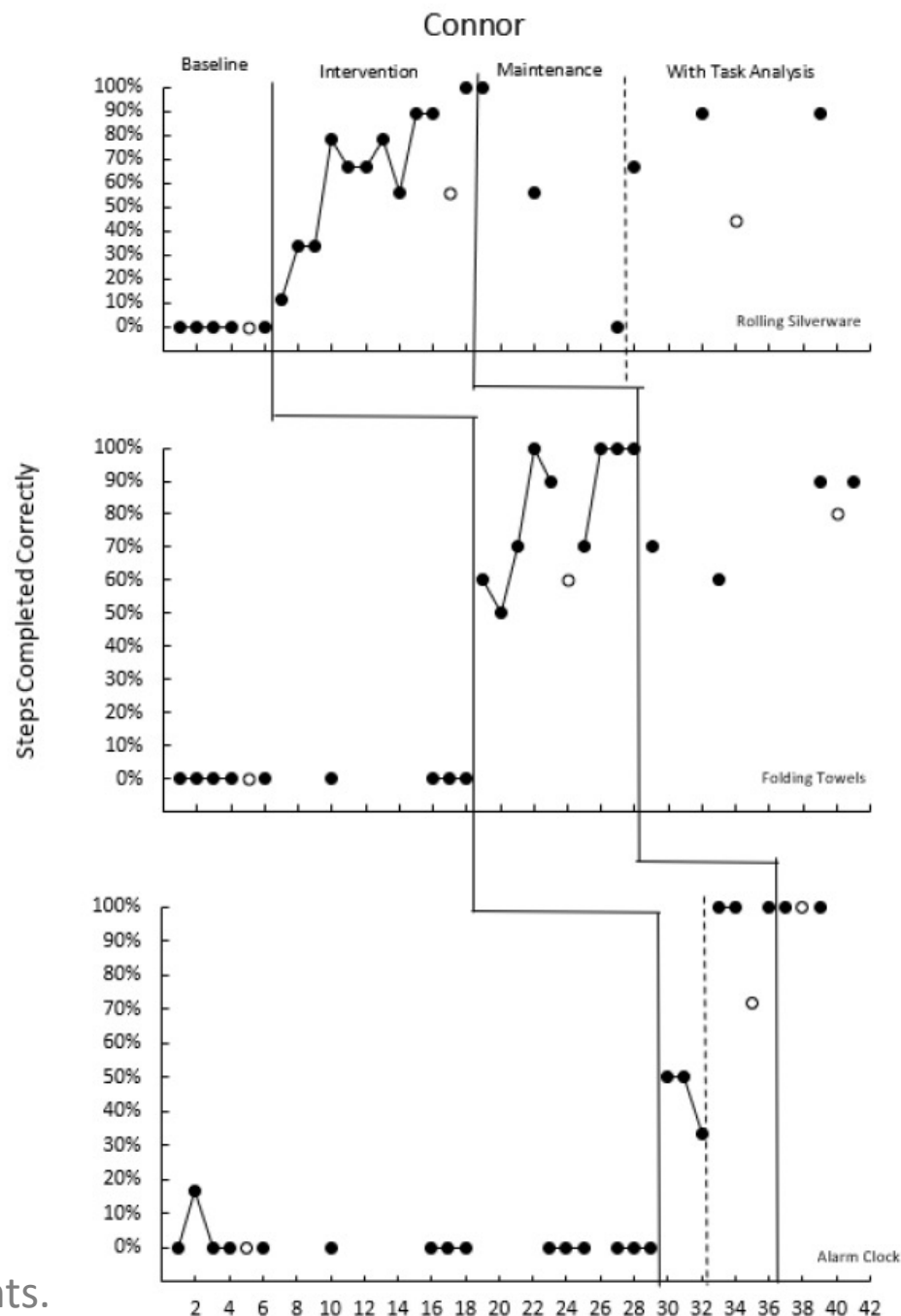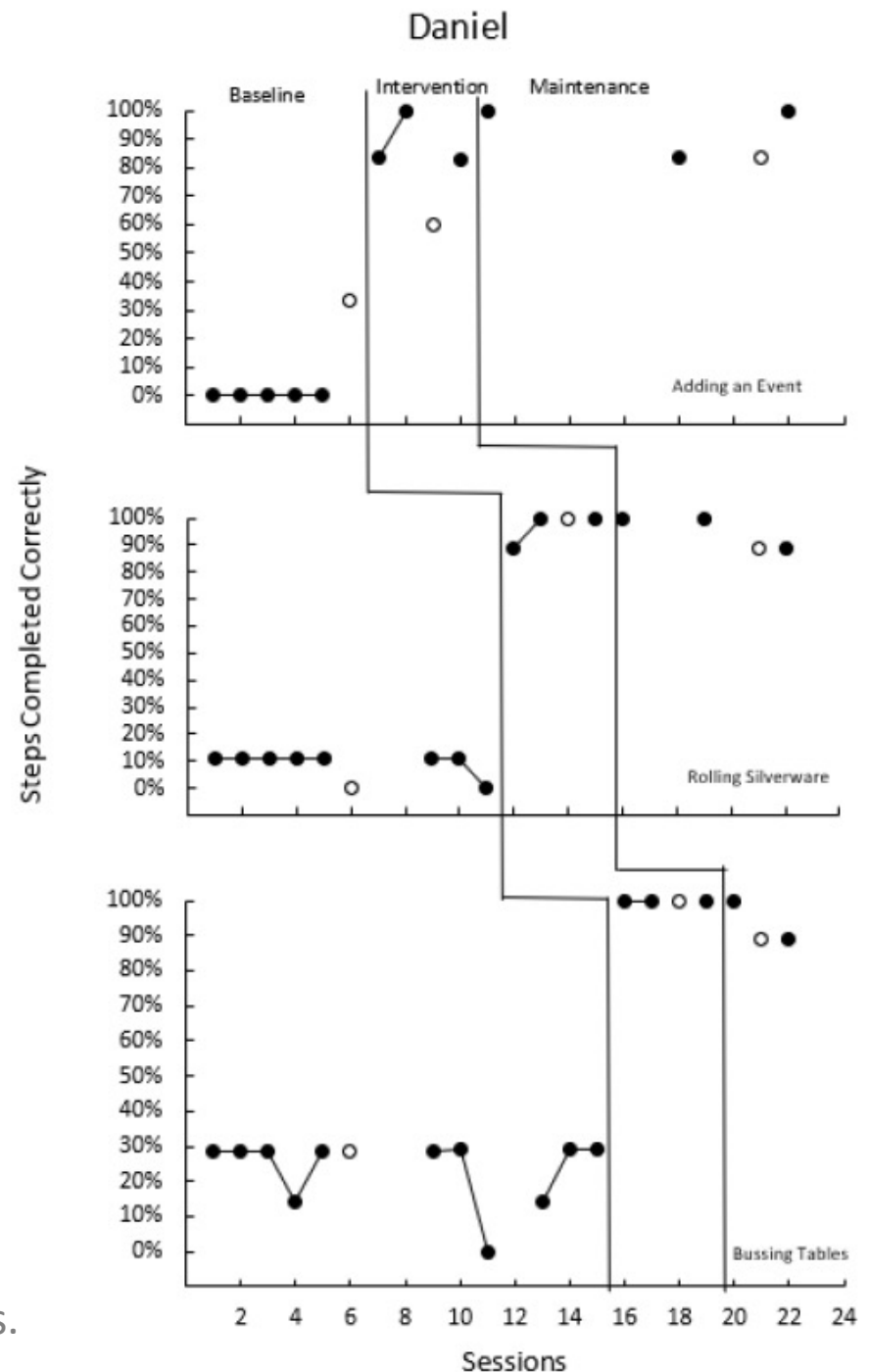
Note. Pseudonyms are used for all participants.

Figure 3.
Percentage of steps completed correctly and independently for "Daniel" for adding an event to a social calendar, rolling silverware, and bussing tables.
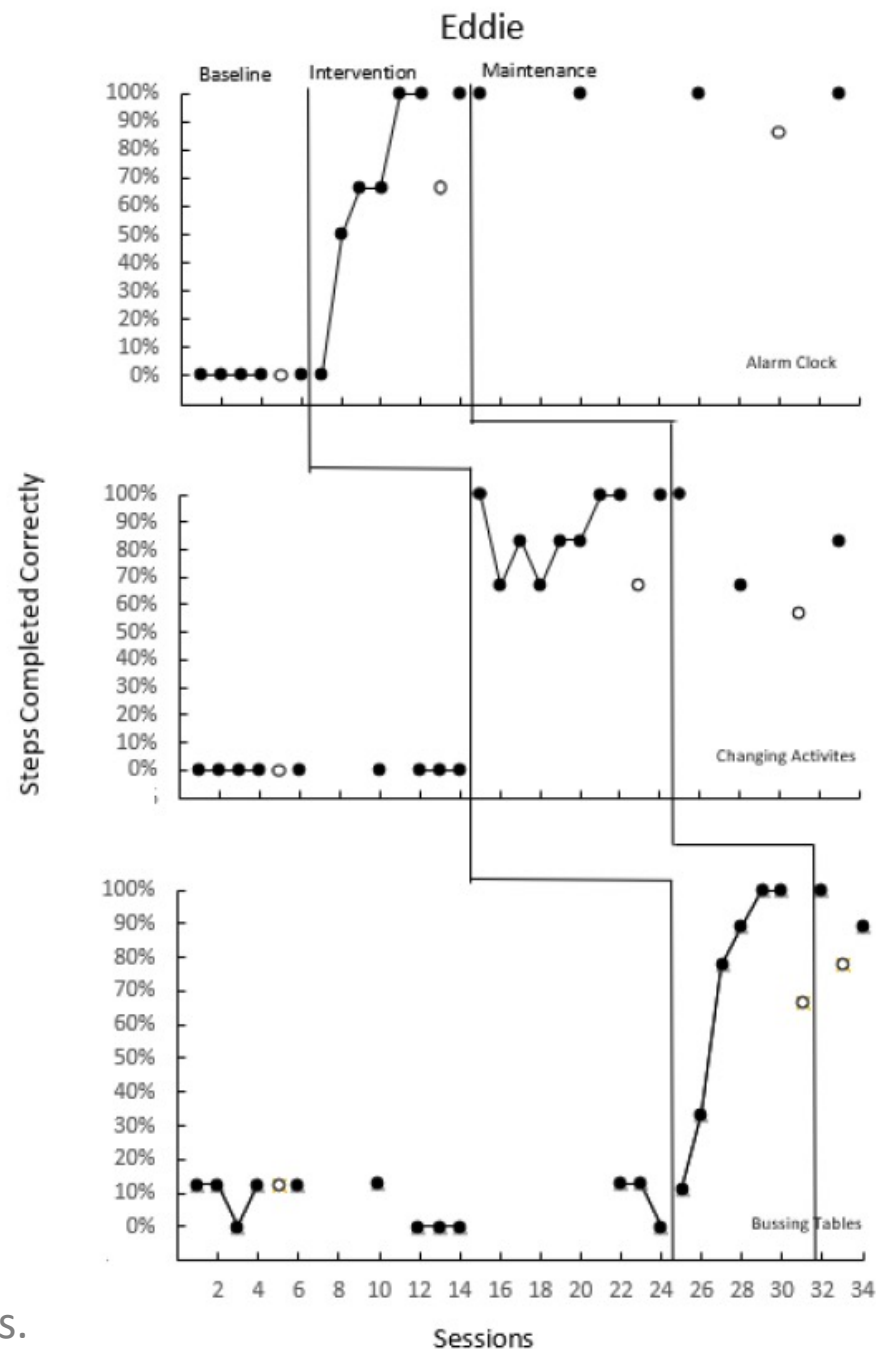
Open circles represent generalization probes

Note. Pseudonyms are used for all participants.

Figure 4.
Percentage of steps completed correctly and independently for "Eddie" for setting an alarm clock, changing activities with a timer, and bussing tables.

Open circles symbolize generalization probes.

Note. Pseudonyms are used for all participants.

Results and Discussion

- The study provides evidence that *Transition to Adulthood* is effective in teaching critical transition skills to high school students with disabilities.

- After using *Transition to Adulthood*, all participants mastered their target skills. On average, participants increased their percentage of steps completed correctly from 5% before intervention to 86% during intervention. All participants reached 100% during intervention.

- Participants met the mastery criterion in 3-11 sessions.

- Intervention sessions averaged around 10 minutes per skill.

Results and Discussion

- Even after 3 to 4 months after instruction ended, all participants were still able to complete their target skills successfully. "Connor" required the visual task analysis to maintain one of his target skills.

- All participants showed an improvement in generalization skills from baseline to intervention, and they maintained the generalization of skills after instruction ended.