

*Transition to Adulthood is an evidence-based blended learning curriculum that uses point-of-view video modeling, task analyses, computer-based lessons, teacher-delivered lessons, and visual supports to teach critical functional skills in the areas of: Personal Life Skills, Home Skills, Vocational Skills, Community Skills & Leisure Skills*

## Study Overview

An independent study examined the effects of Transition to Adulthood on the acquisition, maintenance and generalization of functional skills by adolescents with disabilities. The current study is a replication of a pilot study that documented the effectiveness of Transition to Adulthood for acquiring and maintaining transition skills with eight high school students with disabilities.

## Study Participants & Design

The four students receiving Transition to Adulthood instruction were males 14 to 18 years old. They met criteria for eligibility for special education under the autism, intellectual disability, and/ or multiple disabilities categories. Three participants were White, and one was biracial. The students were enrolled in a self-contained class for students with moderate/ severe disabilities.

This study used a single case multiple baseline design across skills to evaluate the effectiveness of Transition to Adulthood for teaching functional skills to students with disabilities. The design was concurrently replicated across four participants. The phases were baseline, intervention, and maintenance with a generalization probe in each phase. Each participant focused on three skills from the Transition to Adulthood curriculum.

Transition to Adulthood sessions took place during the regular school day in an empty staff lounge. Participants were individually pulled out of their regularly scheduled class and taken to the staff lounge two to four times a week for 10 to 30 minutes, depending on the number and complexity of the skills being targeted.

## STUDY OUTCOMES

- **100%** of students mastered their target skills using Transition to Adulthood
- Using Transition to Adulthood, students had an **81%** improvement in pre vs. post task steps completed correctly
- Even three to four months after instruction in Transition to Adulthood ended, all participants were still able to complete their target skills successfully.

## Study Measures

For intervention, participants viewed the video model and completed the associated computer-based lessons from the Transition to Adulthood online curriculum. After spending five minutes on the computer-based lessons, the participants practiced the target skill with least-to-most prompting from the teacher and a visual task analysis, when needed. The teacher provided verbal praise for each step completed correctly. The teacher followed the prompting procedure and reinforcement outlined in the Transition to Adulthood lesson plans.

Lastly, the participant completed the skill independently without teacher 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.

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 lessons. The teacher assessed students' ability to maintain the skill for up to four months.

For generalization, participants were asked to do the target skill with a slight variation. Generalization probes came from the Planning for Generalization section of the lesson plan in 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

The study provided 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 mastery criterion in 3 to 11 sessions over 3 to 4 weeks per skill.

Even 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 of skills from baseline to intervention, and they maintained the generalization of skills after instruction ended.

The results for each participant are presented below. Pseudonyms are used for all participants.

## Caleb - Figure 1

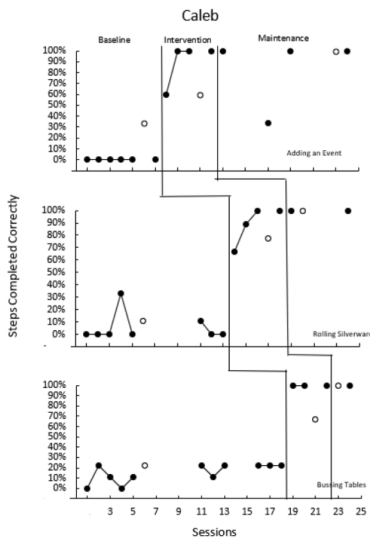


Figure 1 (on left) shows the percentage of steps completed correctly and independently for “Caleb” for three skills: 1) adding an event to a social calendar, 2) rolling silverware, and 3) bussing tables.

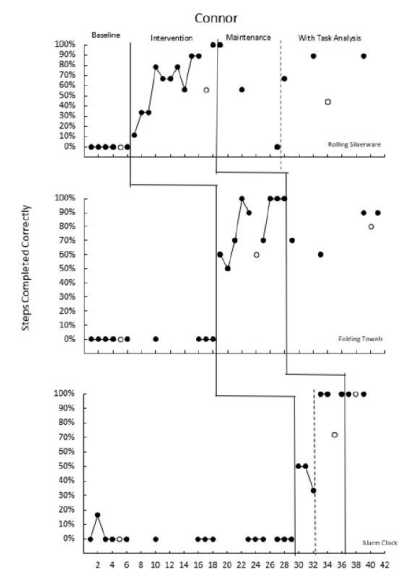
Open circles represent generalization probes.

## Connor - Figure 2

Figure 2 (on right) shows the percentage of steps completed correctly and independently for “Connor” for 1) rolling silverware, 2) folding towels, and 3) setting an alarm clock.

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

Open circles represent generalization probes.



## Daniel - Figure 3

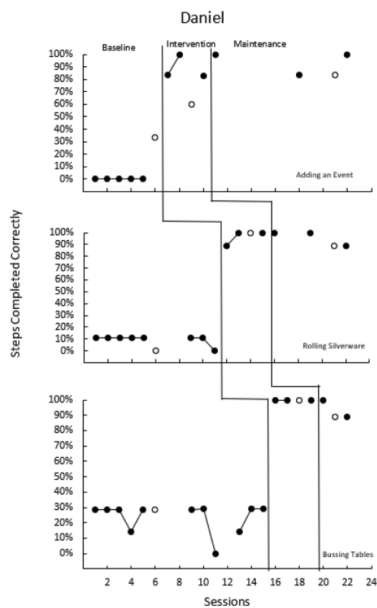


Figure 3 (on left) shows the percentage of steps completed correctly and independently for “Daniel” for 1) adding an event to a social calendar, 2) rolling silverware, and 3) bussing tables.

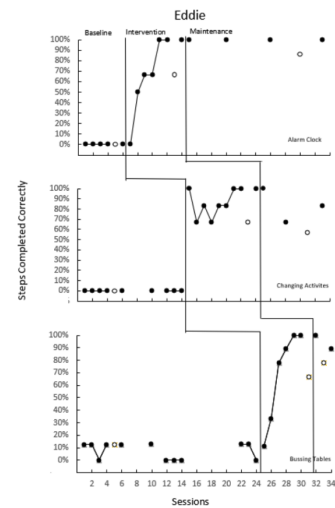
Open circles represent generalization probes.



## Eddie - Figure 2

Figure 4 (on right) shows the percentage of steps completed correctly and independently for “Eddie” for 1) setting an alarm clock, 2) changing activities with a timer, and 3) bussing tables.

Open circles represent generalization probes.



## Conclusion

The results from this study, conducted by researchers from The Ohio State University, demonstrated the effectiveness of Transition to Adulthood for teaching transition skills to high school students with disabilities. Transition to Adulthood was effective in increasing the percentage of steps completed correctly for each of the target skills, maintaining the ability to perform the target skills, and generalizing the skills to different scenarios. The current study replicated and extended the results from a previous study of Transition to Adulthood conducted by Everhart-Sherwood et al. (2017).

## Citation

O'Neal, M. M. (2020). Effects of a Computer Based Transition Program on Functional Skills with Disabilities [Master's thesis, Ohio State University]. OhioLINK Electronic Theses and Dissertations Center. [http://rave.ohiolink.edu/etdc/view?acc\\_num=osu158741847304718](http://rave.ohiolink.edu/etdc/view?acc_num=osu158741847304718)

Everhart-Sherwood, J. M., Mazzone, M. N., & Simon, J. A. (2017). Effects of Transition to Adulthood on the acquisition and maintenance of vocational skills in students with moderate to severe disabilities. Unpublished manuscript. Mamaroneck Union Free School District, Mamaroneck, New York, with support from TeachTown, Woburn, Massachusetts.

