

Predictor Implementation School/ District Self-Assessment

The checklist below is intended to provide schools, districts, or other stakeholders in secondary transition with a framework for determining the degree to which their program is implementing practices which are likely to lead to more positive post-school outcomes for students with disabilities. The predictor categories listed have been extracted from high quality correlational research including students with disabilities. See <http://www.nsttac.org/ebp/PredictorResources.aspx> for more information on the process by which these predictors were identified.

A team should consider the descriptions of predictor categories and possible examples below, as well as the Degree of Implementation and the Evidence of Implementation scales to guide decisions regarding program strengths and priorities for change. To ask questions or contribute comments on this or other NSTTAC tools, please contact NSTTAC, chfowler@uncc.edu.

Degree of Implementation Scale

- 1 = Not implemented
- 2 = Implemented sporadically
- 3 = Implemented by many OR focus of training or funding
- 4 = School or district-wide, consistent practice

Evidence of Implementation Scale

- 1 = No evidence
- 2 = Limited evidence (e.g., copies of curricula, copies of training materials, in some IEPs)
- 3 = Some evidence (e.g., referenced in school or district procedures and policies, documented in IEPs)
- 4 = Consistent evidence of implementation and impact

Predictor Category	Description	Possible Examples	Degree of Implementation	Evidence of Implementation
Career Awareness <i>Student Development Program Structures</i>	1. Students in the School to Work Transition Program who exited school with high job search skills were more likely to be engaged in post-school employment (Benz et al., 1997) 2. Students in the School to Work Transition Program who exited school with high career awareness skills were more likely to be engaged in post-school employment or education (Benz et al., 1997)	Specific career awareness skills gained by students with disabilities while in high school; Specific career awareness strategy, curriculum, or program delivered and includes students with disabilities		
Occupational Courses <i>Student Development Program</i>	1. Students who passed more than half or all courses in 8 curriculum areas (remedial academics, traditional content classes, personal finance, community access, behaving responsibly, goal-setting or problem solving, specialized vocational education, regular	Support for success in occupational courses for students with disabilities while in high school; Characteristic of		

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<i>Structures</i>	<p>vocational education) were more likely to be engaged in postsecondary education (Halpern et al., 1995)</p> <p>2. Students who took more hours of academic and occupational courses and spent more time in regular education were more likely to be engaged in post-school employment (Heal & Rusch, 1995)</p>	<p>secondary program that may include, but not limited to, occupational courses that include students with disabilities</p>		
<p>Paid Employment/ Work Experience</p> <p><i>Student Development Program Structures</i></p>	<p>1. Students who participated in the Youth Transition Program with 2 or more paid jobs during high school were more likely to be engaged in post-school employment or education (Benz et al., 2000)</p> <p>2. Students in the School to Work Transition Program who had 2 or more jobs during the last two years of high school were more likely to be engaged in post-school employment (Benz et al., 1997)</p> <p>3. Students who had year round paid job for one full year during high school were 5 times more likely to be engaged in post-school employment and education (Bullis et al., 1995)</p> <p>4. Students who had worked for pay during high school were more likely to be living independently (Bullis et al., 1995)</p> <p>5. Students with two or more jobs during their last two years of high school were more likely to be engaged in post-school employment (Doren & Benz, 1998)</p> <p>6. Students who had a job at the time of high school exit were 5.1 times more likely to be engaged in post-school employment (Rabren et al., 2002)</p>	<p>School and course-related paid employment and work experiences including students with disabilities while in high school;</p> <p>Specific work experience strategy, curriculum, or program (e.g., Bridge’s School-to-Work Program, Youth Transition Program) delivered and includes students with disabilities;</p> <p>Students – including students with disabilities - have paid jobs while in high school</p>		
Vocational Education	<p>1. Students who participated in vocational education were 2 times more likely to be engaged in full-time post-school (Baer et al.,</p>	<p>Characteristics of the secondary program may include, but not limited</p>		

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<i>Student Development Program Structures</i>	<p>2003)</p> <ol style="list-style-type: none"> 2. Students who passed more than half or all courses in 8 curriculum areas (remedial academics, traditional content classes, personal finance, community access, behaving responsibly, goal-setting or problem solving, specialized vocational education, regular vocational education) were more likely to be engaged in postsecondary education (Halpern et al., 1995) 3. Students with vocational education credits in high school were more likely to be engaged in post-school employment and post-school education (Harvey, 2002) 4. Students who received technology training were more than twice as likely to be employed (Leonard et al., 1999) 5. Students who took more hours of academic and occupational courses and spent more time in regular education were more likely to be engaged in post-school employment (Heal & Rusch, 1995) 	<p>to, vocational education courses transition services for vocational preparation, and collaboration among stakeholders to improve employment outcomes for students with disabilities;</p> <p>Students with disabilities passing and high achieving in vocational education courses;</p> <p>Enrollment in and support for success in vocational education courses for students with disabilities during high school;</p> <p>Vocational courses completed by students with disabilities include technology training</p>		
<i>Work Study Program Structures</i>	<ol style="list-style-type: none"> 1. Students who participated in work study were 2 times more likely to be engaged in full-time post-school employment (Baer et al., 2003) 2. Students in the Bridges School to Work Program who accepted a post-internship job offer and who completed the internship were more likely to engage in post-school employment (Fabian et al., 1998) 	<p>Students with disabilities participate in work study;</p> <p>Specific strategy, curriculum, or program offered that includes students with disabilities</p>		

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	3. Students who participated in the Bridges School to Work program in their last year of high school and completed the internship were four times more likely to be employed (Luecking & Fabian, 2000) 4. Students who received a job offer after completion of the Bridges School to Work internship were five times more likely to be employed (Luecking & Fabian, 2000)			
Community Experiences <i>Program Structures</i>	1. Students who participated in community-based training which involved instruction in non-school, natural environments focused on development of social skills, domestic skills, accessing public transportation, and on-the-job training were more likely to be engaged in post-school employment (White & Weiner, 2004) 2. Students who passed more than half or all courses in 8 curriculum areas (remedial academics, traditional content classes, personal finance, community access, behaving responsibly, goal-setting or problem solving, specialized vocational education, regular vocational education) were more likely to be engaged in postsecondary education (Halpern et al., 1995)	Characteristics of secondary program for students with disabilities include community based instruction; Students with disabilities develop social skills; Students with disabilities demonstrate successful behaviors; Students with disabilities gain skills for successful community participation (e.g., finance, transportation, self-care)		
Exit Exam Requirements/ High School Diploma Status <i>Student Development Program Structures</i>	1. Students who had high scores on adaptive and academic skills, self-care skills, GPA on academic activities, received a diploma, and higher IQs as reported in school records were more likely to be engaged in post-school employment (Heal & Rusch, 1994)	Academic achievement (passing and high achieving grade point average) demonstrated by students with disabilities; Students with disabilities pass secondary courses;		

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		Students with disabilities graduate with a diploma;		
Inclusion in General Education <i>Student Development Program Structures</i>	<ol style="list-style-type: none"> 1. Students who participated in regular academics were 5 times more likely to participate in postsecondary education (Baer et al., 2003) 2. Students who took academic courses in regular education placements were more likely to be engaged in post-school education, employment, and independent living (Blackorby et al., 1993) 3. Students with high performance in five areas, including reading, writing, math, behaving responsibly, and problem solving skills were more likely to be engaged in postsecondary education (Halpern et al., 1995) 4. Students who passed more than half or all courses in 8 curriculum areas (remedial academics, traditional content classes, personal finance, community access, behaving responsibly, goal-setting or problem solving, specialized vocational education, regular vocational education) were more likely to be engaged in postsecondary education (Halpern et al., 1995) 5. Students who had high scores on adaptive and academic skills, self-care skills, GPA on academic activities, received a diploma, and higher IQs as reported in school records were more likely to live independently (Heal & Rusch, 1994) 6. Students who took more hours of academic and occupational courses and spent more time in regular education were more likely to be engaged in post-school employment (Heal & Rusch, 1995) 7. Students who participated in more highly integrated and less highly specialized school 	<p>Characteristics of the secondary program may include, but are not limited to, enrollment in regular academic courses by students with disabilities and transition services for postsecondary education success;</p> <p>Secondary school classrooms and programs are integrated for students with and without disabilities;</p> <p>Students with disabilities demonstrate achievement in reading and writing;</p> <p>Students with disabilities demonstrate achievement in math;</p> <p>Students with disabilities pass courses in high school;</p>		

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	<p>programs were more likely to be living independently (i.e., high independence defined as: (a) parent’s prediction of youth’s future home independence, sum of cooking, shopping, washing, and cleaning skills, (b) sum of phone, time-keeping, counting, reading skills; (c) sum of dressing, feeding, and going out skills; (d) respondent’s claim of youth’s ability to respond on a follow-up questionnaire; Heal et al., 1997)</p> <p>8. Students who spent more hours in regular education courses were more likely to be living independently (i.e., high independence, high esteem, minimal (i.e., high independence defined as: (a)parent’s prediction of youth’s future home independence, sum of cooking, shopping, washing, and cleaning skills, (b) sum of phone, time-keeping, counting, reading skills; (c) sum of dressing, feeding, and going out skills; (d) respondent’s claim of youth’s ability to respond on a follow-up questionnaire; high esteem defined as: (a) respondent’s or school’s claim of therapeutic counseling for youth; (b) number of developmental disabilities services attributed to the youth; (c) youth used some developmental disabilities prosthetic device in the past year; (d) youth worked for pay in the past year; (e) youth worked with or without pay in the past year; (f) educational status, dropout to college graduation; Heal et al., 1997)</p> <p>9. Students who were integrated into a regular school setting (as opposed to special schooling for persons with a disability) for most of their schooling were more likely to be engaged in post-school employment (Leonard et al., 1999)</p> <p>10. Students who had the highest degree of integration with age-appropriate peers were</p>			

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	more likely to engage in post-school employment (White & Weiner, 2004)			
Program of Study <i>Student Development Program Structures</i>	1. Students who participated in school-based programs that included career major (“sequence of courses based on occupational goal”), cooperative education (“combines academic and vocational studies with a job in a related field”), school-sponsored enterprise (“involves the production of goods or services by students for sale to or use by others”) and technical preparation (“a planned program of study with a defined career focus that links secondary and post-secondary education”) were 1.2 times more likely to be engaged in post-school employment (i.e., employment defined as (a) stability with benefits, insurance, paid sick days and (b) full-time employment; Shandra & Hogan, 2008)	Characteristics of the secondary program include a sequence of courses aimed at a specific postsecondary goal, including transition services and stakeholder collaborations in support of the program of study		
Self-Advocacy/ Self-Determination <i>Student Development</i>	1. Students who passed more than half or all courses in 8 curriculum areas (remedial academics, traditional content classes, personal finance, community access, behaving responsibly, goal-setting or problem solving, specialized vocational education, regular vocational education) were more likely to be engaged in postsecondary education (Halpern et al., 1995) 2. Students with higher self-determination skills were more likely be engaged in post-school employment (Wehmeyer & Schwartz, 1997)	Students with disabilities demonstrate self-advocacy and other self-determination skills (e.g., decision-making, goal-setting, problem-solving)		
Self-Care/ Independent Living Skills <i>Student Development</i>	1. Students who had high scores on adaptive and academic skills, self-care skills, GPA on academic activities, received a diploma, and higher IQs as reported in school records were more likely to live independently (Heal & Rusch, 1994) 2. Students who had high self-care skills were more likely to be engaged in post-school education,	Students with disabilities demonstrate self-care and independent living skills		

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	<p>employment, and independent living (Blackorby et al., 1993)</p> <p>3. Students with high daily living skills (based on teacher and student ratings from the Life Centered Career Education rating scales) were more likely to have a higher quality of life (independent living) and be engaged in post-school employment (Roessler et al., 1990)</p>			
<p>Social Skills</p> <p><i>Student Development</i></p>	<p>1. Students in the School to Work Transition Program who exited high school with high social skills were more likely to be engaged in post-school employment (Benz et al., 1997)</p> <p>2. Students who passed more than half or all courses in 8 curriculum areas (remedial academics, traditional content classes, personal finance, community access, behaving responsibly, goal-setting or problem solving, specialized vocational education, regular vocational education) were more likely to be engaged in postsecondary education (Halpern et al., 1995)</p> <p>3. Students with high social skills (based on teacher ratings from the Life Centered Career Education rating scales) were more likely to have a higher quality of life (independent living) and be engaged in post-school employment (Roessler et al., 1990)</p>	<p>Students with disabilities demonstrate responsible behaviors and successful or adaptive social skills</p>		
<p>Interagency Collaboration</p> <p><i>Interagency Collaboration</i></p>	<p>1. Students who received assistance from 3 to 6 community-based agencies (as compared to students with assistance from 0 to 2 agencies) were more likely to be engaged in post-school employment or education (Bullis et al., 1995)</p> <p>2. Transition interagency council characteristics (i.e., agency directories, agreements, councils, general information, local business advisory boards, parent network, statements) were more</p>	<p>Characteristics of the secondary program include collaboration among stakeholders intended for student post-school success;</p> <p>Interagency collaboration is demonstrated at the</p>		

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	<p>likely to be engaged in postsecondary education (Repetto et al., 2002)</p> <p>3. Transition service characteristics (i.e., Association of Retarded Citizens, Department of Children and Families, Developmental Services, Division of Blind Services, DVR Rehab, Easter Seal, Job Service of FL, Job Training, Mental Health, Social Security Initiatives, United Cerebral Palsy) were more likely to be engaged in postsecondary education (Repetto et al., 2002)</p> <p>4. Transition support characteristics (i.e., Agency Referral FU, Case Management, Community Services; Employment Spec., Equipment, Family Services, Financial, Guardianship, Guidance/Counseling, Living Arrangement, Medical, Parent Information, Referral, Social/Leisure, Support Service, Teacher Resources, Transition Spec., Transportation) were more likely to be engaged in postsecondary education (Repetto et al., 2002)</p>	<p>student and district level</p>		
<p>Parental Involvement</p> <p><i>Family Involvement</i></p>	<p>1. Students with one or more parents who participated (as measured by the percentage) in more IEP meetings during the 11th and 12th grade year were more likely to be engaged in post-school employment (i.e., Employment Status defined as employed, skilled laborer receiving more than minimum wage that requires specific skill training prior to beginning the job; Employment Stability defined as high scores on the Employment Training Index which measure months of full and part-time employment, months out of high school, months enrolled in post-secondary education; Fourqorean et al., 1991)</p>	<p>Parents participate in IEP meetings;</p> <p>Parents are included as stakeholders in interagency workgroups at the school and district level</p>		
<p>Student Support</p>	<p>1. Students who had support from self-family-</p>	<p>Parents are engaged in</p>		

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<p><i>Student-Focused Planning</i> <i>Family Involvement</i> <i>Interagency Collaboration</i> <i>Program Structures</i></p>	<p>friend network to find a job were more likely to be engaged in post-school employment (Doren & Benz, 1998)</p> <p>2. Students who indicated high levels of satisfaction with instruction received (reading, writing, math, behaving responsibly, and problem solving) during high school were more likely to be engaged in post-school education (Halpern et al., 1995)</p> <p>3. Students who spent more time per week with friends or family (i.e., days per week that youth interacted socially with friends or family members) during school were more likely to experience higher quality of life (i.e., independence defined as (a) self-sufficiency, (b) community living skills, (c) youth has post-high school education, (d) youth has checking/savings account, and (e) adaptive behavior; social relationships defined as (a) how well youth gets along with others, (b) days per week youth sees friends or family, (c) whether youth attending social groups in past twelve months, (d) if parent says youth is not socially isolated, and (e) days per week youth usually sees family; Heal et al., 1999)</p> <p>4. Students with high occupational guidance and preparation (based on teacher student ratings from the Life Centered Career Education rating scales) were more likely to have a higher quality of life (independent living) and be engaged in post-school employment (Roessler et al., 1990)</p>	<p>the transition planning of students with disabilities;</p> <p>Other community members (e.g., teacher, counselor, employer) are engaged in the transition planning of students with disabilities;</p> <p>Other natural supports are engaged in the transition planning of students with disabilities;</p> <p>Students with disabilities are engaged in a support network (formal or informal)</p>		
<p>Transition Program</p> <p><i>Student-Focused</i></p>	<p>1. Students who participated in the Youth Transition Program with four or more transition goals met were more likely to be engaged in post-school employment or education (Benz et</p>	<p>Specific strategy, curriculum or program (e.g., Youth Transition Program) is delivered and</p>		

Predictor Category	Description	Possible Examples	Degree of Implementation	Evidence of Implementation
<i>Planning Student Development Interagency Collaboration Program Structures</i>	<p>al., 2000)</p> <p>2. Students who received transition planning services during the year prior to leaving school were more likely to be engaged in post-school education (Halpern et al., 1995)</p> <p>3. Transition service characteristics (i.e., Assoc. of Retarded Citizens, Department of Children and Families, Developmental Services, Division of Blind Services, DVR Rehab, Easter Seal, Job Service of FL, Job Training, Mental Health, Social Security Initiatives, United Cerebral Palsy) were more likely to be engaged in postsecondary education (Repetto et al., 2002)</p> <p>4. Transition support characteristics (i.e., Agency Referral FU, Case Management, Community Services; Employment Spec., Equipment, Family Services, Financial, Guardianship, Guidance/Counseling, Living Arrangement, Medical, Parent Information, Referral, Social/Leisure, Support Service, Teacher Resources, Transition Spec., Transportation) were more likely to be engaged in postsecondary education (Repetto et al., 2002)</p> <p>5. Transition program characteristics (i.e., academic, adult ed. Career education, college, community training, course mod., developmental train., employment, entrepreneurship, follow-up services, goodwill, job coach, job corp, life skills, military, vocational training, voc eval/assess) were more likely to be engaged in postsecondary education (Repetto et al., 2002)</p>	<p>includes students with disabilities in high school;</p> <p>Characteristics of the secondary program include transition services and collaboration among stakeholders intended to help students achieve their identified postsecondary goals</p>		

Types of Predictors Table

Currently, the National Secondary Transition Technical Assistance Center (NSTTAC) has identified 16 predictor categories of positive post-school outcomes for students with disabilities. From these 16 categories, NSTTAC has further defined predictor variables by type of predictor to provide a clear definition of each description within the 16 categories. We have identified 5 predictor types based on findings from the studies reviewed. The table below includes the list of predictor types, the relative Taxonomy category, an operational definition, and examples of each.

Type of Predictor	Taxonomy Category	Operational Definition	Examples
In-School Student Achievement	Student Development Program Structures	School and course-related accomplishments students with disabilities completed while in high school that resulted in improved post-school employment, education, and/or independent living outcomes	Courses passed; achieving diploma; grade-point average
In-School Student Factor	Student-Focused Planning Student Development Family Involvement Interagency Collaboration Program Structures	A student activity or support that occurred during high school that resulted in improved post-school employment, education, and/or independent living outcomes of students with disabilities	Paid job during school; parent participation in IEP meeting; student support network
Student Skills/Aptitudes	Student Development	Specific transition-related skills students with disabilities gained while in high school that resulted in improved post-school employment, education, and/or independent living outcomes	Self-determination skills; social skills; job search skills; career awareness skills
School Transition Program Characteristics	Interagency Collaboration Program Structures	Characteristics of a secondary transition program that may include, but is not limited to, specific course type, transition services, and collaboration among stakeholders that resulted in improved post-school employment, education, and/or independent living outcomes of students with disabilities	Vocational education; degree of school integration; interagency collaboration; work study; community-based training
Specific Intervention	Student Development Program Structures	Specific strategy, curriculum, or program in the area of secondary transition delivered to students with disabilities that resulted in improved post-school employment, education, and/or independent living outcomes	Bridge’s School-to-Work Program; Youth Transition Program; published curricula; specific instructional strategy