Evidence-Based Secondary Predictors and Suggested Supporting Evidence-Based Practices
### In-School Predictors by Post-School Outcome Area

<table>
<thead>
<tr>
<th>Predictors/Outcomes</th>
<th>Education</th>
<th>Employment</th>
<th>Independent Living</th>
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<tbody>
<tr>
<td>• Career Awareness</td>
<td>P</td>
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<tr>
<td>• Community Experiences</td>
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<td>P</td>
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<tr>
<td>• Exit Exam Requirements/High School Diploma Status</td>
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<tr>
<td>• Inclusion in General Education</td>
<td>M</td>
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<tr>
<td>• Interagency Collaboration</td>
<td>P</td>
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<tr>
<td>• Occupational Courses</td>
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<tr>
<td>• Paid Work Experience</td>
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<tr>
<td>• Parent Expectations</td>
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<tr>
<td>• Program of Study</td>
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<tr>
<td>• Self-Advocacy/Self-Determination</td>
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<tr>
<td>• Self-Care/Independent Living</td>
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<tr>
<td>• Social Skills</td>
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<tr>
<td>• Student Support</td>
<td>P</td>
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<tr>
<td>• Transition Program</td>
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<tr>
<td>• Vocational Education</td>
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<tr>
<td>• Work Study</td>
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</tbody>
</table>

“M” indicate outcome areas with a moderate level of evidence; “P” indicate outcome areas with a potential level of evidence.
In-School Predictors of Post-School Success

**Education**
- Inclusion in General Education
- Career Awareness
- Occupational Courses
- Paid Work Experience
- Parental Involvement
- Self-advocacy/Self-determination
- Self-care/Independent Living Skills
- Social Skills
- Student Support
- Transition Program
- Vocational Education

**Employment**
- Inclusion in General Education
- Career Awareness
- Community Experiences
- Exit Exam Requirements/High School Diploma Status
- Interagency Collaboration
- Occupational Courses
- Parental Involvement
- Paid Work Experience
- Program of Study
- Self-advocacy/Self-determination
- Self-care/Independent Living Skills
- Social Skills
- Student Support
- Transition Program
- Vocational Education
- Work Study

**Independent Living**
- Inclusion in General Education
- Paid Work Experience
- Self-care/Independent Living Skills
- Student Support
- Transition Program
Career exploration; career awareness skills at high school exit; CBI

Potential level of evidence as predictor of positive outcomes for postsecondary education & employment

Research included all disability categories

Suggested Supporting Evidence-Based Practices

See evidence-based practices at [www.nsttac.org](http://www.nsttac.org) under Student Development for teaching employment skills using community based instruction and response prompting; teaching job specific skills using computer assisted instruction, constant time delay, self-management instruction, system of least-to-most prompts; teaching completion of a job application using mnemonics and under Student Focused-Planning for teaching student knowledge of transition planning using Whose Future is it Anyway?
Approximate number of community visits per year; community placement activities

Potential level of evidence as predictor of positive outcomes for postsecondary employment

Research included all disability categories

Suggested Supporting Evidence-Based Practices

See evidence-based practices at www.nsttac.org under Student Development for teaching communication skills, community integration skills, banking skills, grocery shopping skills, safety skills, and purchasing skills using community based instruction.
Participation in regular academic classes; grade point average in academic classes

Moderate level of evidence as predictor of positive outcomes for postsecondary education, employment, and independent living.

Research included all disability categories except students with speech/language & hearing impairment

Suggested Supporting Evidence-Based Practices

See 5 evidence-based practices for teaching academic skills under Student Development, in Evidence-Based Practices at www.nsttac.org
Exit Exam Requirements/High School Diploma Status

Type of diploma received; high school exit exam requirements; high school diploma vs. dropout; high school diploma earning status

Potential level of evidence as predictor of positive outcomes for postsecondary employment

Research included all disability categories

Suggested Supporting Evidence-Based Practices

See 5 evidence-based practices for teaching academic skills under Student Development, in Evidence-Based Practices at www.nsttac.org

See resources at www.betterhighschools.org
Interagency Collaboration

Transition interagency council characteristics, including: case management, agency directories, agreements, councils, general information, local business advisory boards

Potential level of evidence as predictor of positive outcomes for postsecondary education and employment

Research included all disability categories

Suggested Supporting Evidence-Based Practices

None
Occupational Courses

Hours spent in occupational courses (e.g., Life Skills Science, Occupational Math, Occupational English, Home Economics)

Potential level of evidence for positive outcomes for postsecondary employment & independent living

Research included students mild speech impairment, mild & severe ED, LD, mild & moderate MR, VI, physical disability, deaf or hard of hearing

Suggested Supporting Evidence-Based Practices

See evidence-based practices at [www.nsttac.org](http://www.nsttac.org) under Student Development for teaching purchasing skills using community based instruction, one more than strategy, progressive time delay, response prompting, simulations, and system of least to most prompts; teaching counting money using one more than strategy; teaching safety skills using community based instruction, progressive time delay, and system of least to most prompts; teaching functional life skills using backward chaining, constant time delay, forward chaining, progressive time delay, self-monitoring instruction, system of least to most prompts, system of most to least prompts, and total task chaining.
Paid Work Experience

Paid job(s) during high school; wages earned; hours worked

*Moderate* level of evidence as predictor of positive outcomes for postsecondary education & employment & *Potential* level of evidence as a predictor of positive outcomes for independent living

Research included all disability categories

Suggested Supporting Evidence-Based Practices

See evidence-based practices at [www.nsttac.org](http://www.nsttac.org) under Student Development for teaching employment skills using community based instruction and response prompting; teaching job specific skills using computer assisted instruction, constant time delay, self-management instruction, system of least-to-most prompts; teaching completion of a job application using mnemonics
Parent expectations that students will attend postsecondary education and obtain employment after graduation.

Moderate level of evidence as predictor of positive outcomes for postsecondary education & employment.

Research included students from all disability categories.

Suggested Supporting Evidence-Based Practices: None.
Parental Involvement

Parent participation and involvement in child’s education; family involvement; family knowledge of adult services

*Potential* level of evidence as predictor of positive outcomes for postsecondary education & employment

Research included students with moderate & severe MR

Suggested Supporting Evidence-Based Practices

See evidence-based practice at [www.nsttac.org](http://www.nsttac.org) under Parent Involvement for teaching parent involvement in the transition process using training modules
A planned program of study with a defined career focus that links secondary and post-secondary education.

**Potential** level of evidence as predictor of positive outcomes for postsecondary employment.

Research included students with severe disabilities.

Suggested Supporting Evidence-Based Practices

See evidence-based practices at [www.nsttac.org](http://www.nsttac.org) under Student Development for teaching employment skills using community based instruction and response prompting; teaching job specific skills using computer assisted instruction, constant time delay, self-management instruction, system of least-to-most prompts; teaching completion of a job application using mnemonics.
Self-determination skills at exit based on *The Arc’s Self-Determination Scale*; self-determination in choosing daily activities

**Potential** level of evidence as predictor of positive outcomes for postsecondary education & employment

Research included students with MR & LD

**Suggested Supporting Evidence-Based Practices**

See evidence-based practices at [www.nsttac.org](http://www.nsttac.org) under Student Development for teaching self determination using *Whose Future is it Anyway?*; teaching goal attainment using Self Determined Learning Model of Instruction. Under Student-Focused Planning for teaching student participation in the IEP meeting using check and connect, computer assisted instruction, Self-Advocacy Strategy, Self-Directed IEP, and published curricula.
Responsibility skills at high school exit; home/life skills; residential independence; self-care skills

*Moderate* level of evidence as predictor of positive outcomes for independent living. *Potential* level of evidence as predictor of positive outcomes for postsecondary employment & education.

Research included all disability categories

**Suggested Supporting Evidence-Based Practices**

Since many Student Development Evidence-Based Practices are relevant to this predictor, please see teaching functional skills, banking skills, food preparation and cooking skills, home maintenance, laundry tasks, safety skills, counting money, and purchasing skills under Student Development at [www.nsttac.org](http://www.nsttac.org)
Social Skills

Basic social abilities; social skills at exit; ability to manage social interactions; social skills based on LCCE Personal/Social Skills rating

**Potential** level of evidence as predictor of positive outcomes for postsecondary education & employment

Research included all disability categories

Suggested Supporting Evidence-Based Practices

See evidence-based practices at [www.nsttac.org](http://www.nsttac.org) under Student Development for social skills using response prompting, self-management instruction, simulations; teaching communication skills using community based instruction and a system of least to most prompts
Level of perceived support during high school; student satisfaction with instruction received during high school; peer support; social network

*Potential* level of evidence as predictor of positive outcomes for postsecondary education & independent living

Research included all disability categories

Suggested Supporting Evidence-Based Practices

See evidence-based practices at [www.nsttac.org](http://www.nsttac.org) under Program Structure for using an extension of career planning services after graduation to promote increased finance skills; using check and connect to promote student involvement in their IEP
Transition Program

Post-school goals met; student needed or received transition planning services; transition program characteristics (e.g., career exploration, college community training)

Moderate level of evidence as predictor of positive outcomes for postsecondary education. Potential level of evidence as predictor of positive outcomes for employment, & independent living

Research included all disability categories

Suggested Supporting Evidence-Based Practices

Since all Evidence-Based Practices are included in this predictor, please visit www.nsttac.org for suggested practices under Student Focused Planning, Student Development, Family Involvement, and Program Structure
Coursework involving vocational curricula during high school

Moderate level of evidence as predictor of positive outcomes for postsecondary employment and education

Research included all disability categories

Suggested Supporting Evidence-Based Practices

See evidence-based practices at www.nsttac.org under Student Development for teaching employment skills using community based instruction and response prompting; teaching job specific skills using computer assisted instruction, constant time delay, self-management instruction, system of least-to-most prompts; teaching completion of a job application using mnemonics.
Combined paid employment and coursework during high school

*Moderate* level of evidence as predictor of positive outcomes for postsecondary employment

Research included all disability categories except speech/language & hearing impairment

Suggested Supporting Evidence-Based Practices

See evidence-based practices at [www.nsttac.org](http://www.nsttac.org) under Student Development for teaching employment skills using community based instruction and response prompting; teaching job specific skills using computer assisted instruction, constant time delay, self-management instruction, system of least-to-most prompts; teaching completion of a job application using mnemonics