

Reference	Population	<i>n</i>	Predictor Variable	Post-school Outcome Variable	Statistical Analysis	Relationship ^a	Significance level	Effect Size
Baer et al. (2003)	All disability categories except speech	140	1. Work study	1. Employment	Logistic Regression	3.67	<i>p</i> <.01	.45 (medium)
			2. Vocational education	2. Employment		2.60	<i>p</i> <.05	.34 (medium)
			3. Regular academics	3. Education		5.13	<i>p</i> <.01	.55 (large)
Benz, Lindstrom, & Yovanoff (2000)	All disability categories	709	1. Number of paid jobs	1. Productive Engagement (employment or education)	Logistic Regression	1.80	<i>p</i> <.001	.22 (small)
			2. Transition goals met	2. Productive Engagement (employment or education)		3.82	<i>p</i> <.001	.46 (medium)
Benz, Yovanoff, & Doren (1997)	All disability categories	422	1. Social skills at exit	1. Employment	Logistic Regression	3.44	<i>p</i> <.05	.43 (medium)
			2. Number of jobs in school	2. Employment		2.03	<i>p</i> <.01	.26 (small)
			3. Job search skills at exit	3. Employment		2.11	<i>p</i> <.05	.27 (small)
			4. Career awareness at exit	4. Productive Engagement (employment or education)		1.89	<i>p</i> <.05	.23 (small)
Blackorby, Hancock, & Siegel (1993)	LD, MR, ED, Sensory Impairments, Physical Disabilities	939	1. Student's School Programs (percentage of time spent in regular education placement;	1. Employment, education, and independent living	Correlated Factor Analysis	.27	<i>p</i> <.001	.27 (small)

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			student took academics in regular education placement)	2. Employment, education, and independent living		.42	<i>p</i> <.001	.42 (medium)
			2. Individual aptitude (student's self-care ability scale; student's IQ level)			Pearson <i>r</i>		
Bullis, Davis, Bull, & Johnson (1995)	Students with deafness or with disabilities plus deafness	308	1. Year-round job	1. Engagement (Education or employment)	Logistic Regression	4.94	<i>p</i> =.05	.54 (large)
			2. Paid work	2. Independent living		2.21	<i>p</i> =.05	.29 (medium)
			3. Assistance from 3-6 community-based agencies	3. Independent Living		2.34	<i>p</i> =.05	.31 (medium)
Carter, Austin, & Trainor (2012)	Severe Disabilities	450	1. Parent Expectations	1. Employment	Logistic Model		<i>p</i> <.001	.46 (medium)
Chiang et al., 2012	Autism	830	1. Parent Expectations	1. Education	Backward Logistic Regression	1.299	<i>p</i> <.001	.47 (medium)
Doren & Benz (1998)	All disability categories	422	1. Number of jobs in school (males only)	1. Employment	Logistic Regression	2.04	<i>p</i> <.05	.26 (small)

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			2. Method used to find job (self-family-friend network)	2. Employment		Males: 2.33 Females: 3.77	<i>p</i> <.05 <i>p</i> <.05	.31 (medium) .46 (medium)
Doren, Gau, & Lindstrom (2012)	All disability categories	2127	1. Parent Expectations	1. Employment 2. Education	Linear Logistic Regression	3.51 5.84	<i>p</i> <.05 <i>p</i> <.05	.37 (medium) .37 (medium)
Fabian, Lent, & Willis (1998)	LD, MR, ED, other disabilities that included epilepsy, sensory impairments, head injury, and orthopedic and mobility impairments	2,258	1. Acceptance of post-internship job offer	1. Employment	Discriminant Analysis	.23 (.89 structure coefficient)	<i>p</i> <.001	.23 (small)
			2. Internship completion	2. Employment		.23 (.44 structure coefficient)	<i>p</i> <.001	.23 (small)
						Canonical Correlation		
Fourqurean, Meisgeier, Swank, & Williams (1991)	LD	123	1. High school employment	1. Employment (stability)	Multiple Regression	.05	<i>p</i> <.01	.05 (small)
			2. Parent participation	2. Employment (stability)		.03	<i>p</i> <.05	.03 (small)
			3. Math ability	3. Employment (stability)		.08 <i>R</i> ²	<i>p</i> <.05	.09 (small)
			4. Parent participation	4. Employment (status)	Discriminant Analysis	.43	<i>p</i> <.01	.43 (medium)
				5. Employment		Canonical		

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			5. Math ability	(status)		Correlation		
Halpern, Yovanoff, Doren, & Benz (1995)	All disability categories	Oregon/ Nevada: 422	1. Instruction received	1. Education	Logistic Regression	3.91	<i>p</i> <.05	.47 (medium)
			2. Transition planning	2. Education		3.21	<i>p</i> <.05	.41 (medium)
			3. Student satisfaction	3. Education		22.48	<i>p</i> <.01	.82 (large)
		Arizona: 565	1. Functional achievement	1. Education	Logistic Regression	12.67	<i>p</i> <.01	.74 (large)
			2. Instruction received	2. Education		4.82	<i>p</i> <.05	.53 (large)
			3. Transition planning	3. Education		6.61	<i>p</i> <.05	.61 (large)
			4. Student satisfaction	4. Education		27.65	<i>p</i> <.01	.85 (large)
Harvey (2002)	LD, orthopedic impairments, visual or hearing problems, deafness, speech problems, orthopedic problems, physical disabilities, learning problems, emotional	7,007	1. Vocational education credit in high school	1. Employment	Logistic and Ordinary Least-Squares Regression	1.75	<i>p</i> <.001	.21 (small)
			2. Vocational education credit in high school	2. Employment (wage earnings)		3.19	<i>p</i> <.001	.41 (medium)
			3. Vocational education credit in high school	3. Employment (hours worked)		3.65	<i>p</i> <.001	.45 (medium)

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Heal, Khoju, & Rusch (1997)	problems, or other health problems, mental or physical disabilities; students without disabilities All disability categories	713	1. Extent of school integration	1. Independent Living: (QOL: Independence)	Hierarchical Multiple Regression	.37	<i>p</i> <.001	.37 (medium)
			2. Percent of hours spent in regular education classes	2. Independent Living : (QOL: Independence)		.48	<i>p</i> <.001	.48 (medium)
				(QOL Esteem)		.32	<i>p</i> <.001	.32 (medium)
					Canonical Correlations			
Heal, Khoju, Rusch, & Harnisch (1999)	Mild disabilities, LD, ED, speech impairments, sensory (vision, hard of hearing, deaf), orthopedic impairments	505	Amount of time per week students spent with friends or family (student support)	Independent Living: (QOL: Independence)	Multiple Regression	.26	<i>p</i> <.001	.26 (medium)
				(QOL: Social Relationships)		.41	<i>p</i> <.001	.41 (large)
					Semi-partial correlations			

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	, other health impairments, severe disabilities							
Heal & Rusch (1994)	All disability categories; students without disabilities	2,686	High scores on adaptive and academic skills, self-care skills, GPA on academic activities, received a diploma, and higher IQs	Independent Living	Hierarchical Multiple Regression	.34 <i>R</i> ²	<i>p</i> =.001	.52 (large)
Heal & Rusch (1995)	ED, speech impairments, LD, MR, severe disabilities, physical disabilities, hearing impairments, visual impairments	2,405	Hours in vocational education courses, academic courses, occupational courses, percent of hours in regular education	Employment	Hierarchical Multiple Regression	.27 <i>R</i> ²	<i>p</i> <.001	.37 (large)
Leonard, D'Allura, & Horowitz	Individuals with visual impairments	167	1. Type of school (integrated) 2. Received	1. Employment	Logistic Regression	1.74	<i>p</i> <.05	.20 (small)

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(1999)			technology training	2. Employment		2.20	<i>p</i> <.05	.29 (small)			
Luecking & Fabian (2000)	MR, ED, LD	3,024	<i>6-month follow up:</i>		Logistic Regression						
			1. Internship completion	1. Employment					4.50	<i>p</i> <.01	.51 (large)
			2. Post-internship job offer	2. Employment					5.28	<i>p</i> <.01	.55 (large)
			<i>12-month follow up:</i>								
			1. Internship completion	1. Employment	1.84	<i>p</i> <.05	.22 (small)				
			2. Post-internship job offer	2. Employment	3.07	<i>p</i> <.01	.40 (medium)				
Rabren, Dunn, & Chambers (2002)	LD, MR, Other (not specified)	1,393	1. Job at time of high school exit	1. Employment	Logistic Regression	5.10 Odds Ratio	<i>p</i> <.001	.54 (large)			
Repetto, Webb, Garvan, & Washington (2002)	• Students with disabilities (not specified)	Not specified	1993 follow up:		Correlation						
			1. Interagency council characteristics	1. Education					.26	<i>p</i> <.05	.26 (small)
		2. Transition support characteristics	2. Education	.26					<i>p</i> <.05	.26 (small)	
		67	1997 follow up:								
			1. Interagency council characteristics	1. Education	.34	<i>p</i> <.05	.34 (medium)				
				2. Education	.39	<i>p</i> <.01	.39 (medium)				
				3. Education	.36	<i>p</i> <.05	.36 (medium)				

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			2. Transition program characteristics	4. Education		.45	<i>p</i> <.001	.45 (medium)
			3. Transition service characteristics			Pearson <i>r</i>		
			4. Transition support characteristics					
Roessler, Brolin, & Johnson (1990)	Students with disabilities (not specified)	38	1. Daily living skills (teacher rating)	1. Employment	Correlation	.53	<i>p</i> =.01	.53 (large)
			2. Personal/Social skills (teacher rating)	2. Employment		.47	<i>p</i> =.02	.47 (medium)
			3. Occupational guidance and preparation (teacher rating)	3. Employment		.56	<i>p</i> =.01	.56 (large)
			4. Daily living skills (student rating)	4. Independent Living (QOL)		.39	<i>p</i> =.02	.39 (medium)
			5. Personal/Social skills (student rating)	5. Independent Living (QOL)		.44	<i>p</i> =.01	.44 (medium)
			6. Occupational guidance and preparation (student rating)	6. Independent Living (QOL)		.37	<i>p</i> =.03	.37 (medium)
						Pearson <i>r</i>		
Shandra & Hogan (2008)	Moderate and severe disabilities (not	2,254	1. Participation in school-based program of study	1. Employment (stability: benefits, insurance, paid	Generalized Estimating Equations	1.27	<i>p</i> <.05	.09 (minimal)

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	specified)		2. Participation in school-based program of study	2. Employment (full-time)		1.24	<i>p</i> <.05	.08 (minimal)
Wehmeyer & Schwartz (1997)	MR, LD	88	IQ, autonomy, psychological empowerment, self-realization, self-regulation, number of vocational education classes	Employment (hourly pay rate)	Multiple Regression	.81 <i>R</i> ²	<i>p</i> <.05	4.25 (large)
White & Weiner (2004)	Severe disabilities	104	1. Degree of school integration with age-appropriate peers	1. Employment	Correlation	.36	<i>p</i> <.001	.36 (medium)
			2. Duration of community-based training	2. Employment		.39	<i>p</i> <.05	.39 (medium)
						Pearson <i>r</i>		

Note. ^a indicates all articles reported are odds ratio statistics unless noted otherwise.